DOCUMENT RESUME

ED 212 856 CE 031 395

AUTHOR Flander, Leonard
TITLE ESL III Curriculum Guide.
INSTITUTION Guam Community College, Agana.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, D.C.
PUB DATE [Feb 81]
NOTE 168p.; For related documents see CE 031 391-398.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adult Education; Adults; Curriculum Guides; *Daily Living Skills; Dialogs (Language); *English (Second Language); Non English Speaking; Pattern Drills (Language); Second Language Instruction; *Sentence Structure; Two Year Colleges; Vocabulary; *Vocabulary Development
IDENTIFIERS *Guam; Guam Community College; *Survival Language; Survival Skills

ABSTRACT

This curriculum guide for English as a Second Language (ESL) Level III is the third of six in the Guam Community College ESL project series. The other five guides, a companion teacher's guide, and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level III is basically vocabulary-oriented with sentence structure in three simple tenses and simple sentence patterns. Aimed at a trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists method and has three parts. Drill A reviews the previous lesson materials, Drill B develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212856

CURRICULUM GUIDE

ESL
III

ED031395

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Roland W. Williams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ESL
Level III

Introduction

Level III begins with a new set of lesson numbers and pages but continues the process of Level II.

In the interlocking lesson patterns, lesson format will not change. The lessons presented are expanded material from earlier presentations.

LESSON 1

Materials: Peabody: PP-6, PF-41, PF-44, PF-24, PP-26, PP-5, PP-4.

Illustration Packet: I-7

Objective: Family relationship: mother, father, brother, baby brother, sister, grandmother, grandfather.

Method: Review of Lesson 40, Level II. The drills will develop the new vocabulary while using a simple sentence pattern.

Drill A (Review)

Instructor Says: Good morning.
Pause for Response:

Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show PP-6

Instructor Says: I see her in her kitchen now.
Pause for Response:

Put the card down.

Instructor Says: I saw her in her kitchen yesterday.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Where did you see her?
Pause for Response:
Instructor Says: I saw her in her kitchen.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: When did you see her?
Pause for Response:
Instructor Says: I saw her yesterday.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Whose kitchen did you see?
Pause for Response:
Instructor Says: I saw her kitchen.

Repeat the above four lines of dialogue.

Show PF-41 and PF-44 together.

Instructor Says: I eat some fruit everyday.
Pause for Response:

Turn the cards over.

Instructor Says: I ate some fruit just now.
Pause for Response:

Repeat the above four lines of dialogue with the motion.

Instructor Says: When did I eat some fruit?
Pause for Response:

Pointing to the camera,

Instructor Says: You ate some fruit just now.
Pause for Response:

Repeat the above four lines of dialogue with the motion.

Drill B. (Family relationship: mother, father, brother).

Show I-7 in front of the instructor.

Cover the girl with PP-24 and point to PP-24.

Instructor Says: My name is Mary.
Pause for Response:

Point to the man.

Instructor Says: This man is my father.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: my father
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This man is my father.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the woman.

Instructor Says: This woman is my mother.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: my mother
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This woman is my mother.
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to the boy.

Instructor Says: This boy is my brother.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: my brother
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This boy is my brother.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C (Continuing family relationship: baby brother, sister, grandmother, and grandfather).

Move the card to show the baby.

Instructor Says: This is my baby brother.
Pause for Response:

Repeat the above two lines of dialogue.

Remove PP-24 and put PP-26 over the boy. Point to the girl.

Instructor Says: This is my sister.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: my sister
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is my sister.
Pause for Response:

Repeat the above two lines of dialogue.

Show I-7. Use PP-5 to cover the man.

Instructor Says: This is my grandmother.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is my grandmother.
Pause for Response:

Repeat the above two lines of dialogue.

Put PP-4 over PP-5.

Instructor Says: This is my grandfather.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: my grandfather
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is my grandfather.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 2

Materials: Illustration Packet Kit #1: I-7.

Peabody: PP-24, PP-5, PP-4, 20-44, 20-11

Sound Card: SC-11

Objective: Use electrical vocabulary: ceiling and light; clerk
Vocabulary: is showing and sells.

Method: Review of Lesson 1. The drills will introduce new vocabulary and verbs using familiar sentence patterns.

Drill A. (Review)

Instructor Says: Good afternoon.
Pause for Response:

Instructor Says: How are you?
Pause for Response:
Instructor Says: I am fine, thank you.
Instructor Says: Now, let's review.

Show I-7. Put PP-24 over the girl. Point to Mary.

Instructor Says: My name is Mary.
Pause for Response:

Point to the man.

Instructor Says: This is my father.
Pause for Response:

Point to the woman.

Instructor Says: This is my mother.
Pause for Response:

Point to the boy.

Instructor Says: This is my brother.
Pause for Response:

Move the card to show the baby.

Instructor Says: This is my baby brother.
Pause for Response:

Instructor Says: I don't have a sister.
Pause for Response:

Repeat all the above lines of dialogue and the motions.

Use PP-5 to cover the man.

Instructor Says: This is my grandmother.
Pause for Response:

Put PP-4 over PP-5.

Instructor Says: This is my grandfather.
Pause for Response:

Repeat the above four lines of dialogue with the illustrations.

Drill B. (Use electrical vocabulary: ceiling and light.)

Show 20-44.

Instructor Says: Juan is an electrician. What is he doing?
Pause for Response:
Instructor Says: He is working on a light.
Pause for Response:

Using Visual Aids Helper with square opening and showing the light,

Instructor Says: a light
Pause for Response:

Show SC-11
Close-up of instructor's mouth as,

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: He is working on a light.
Pause for Response:

With pencil pointer, show the white area of the ceiling as,

Instructor Says: the ceiling
Pause for Response:

Repeat the above two lines of dialogue with

Close-up of instructor's mouth.

Show the white area of the ceiling again and point to the light.

Instructor Says: a ceiling light.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: He is working on a ceiling light.
Pause for Response:

Repeat the above two lines of dialogue.

Turn the card over.

Instructor Says: He was working on a ceiling light.
Pause for Response:
Instructor Says: He worked on a ceiling light.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: What did he do?
Pause for Response:
Instructor Says: He worked on a ceiling light.
Pause for Response:

Repeat the above four lines of dialogue.

Drill C. (Clerk vocabulary: is showing and sells.)

Show 20-11.

Instructor Says: Julie clerks in a store.
Pause for Response:

Instructor Says: She clerks in a store everyday.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She is showing you a shirt.
Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: is showing
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She is showing you a shirt.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the shirt.

Instructor Says: She sells shirts.
Pause for Response:
Instructor Says: She sells clothes.
Pause for Response:

Repeat the above four lines of dialogue.

Show SC-11, then

Close-up of instructor's mouth as,

Instructor Says: sells
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She sells clothes.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: What does she sell?
Pause for Response:
Instructor Says: She sells clothes.
Pause for Response:

Repeat the above four lines of dialogue.

LESSON 3

Materials: Peabody: 20-44, 20-11, PP-5, PP-4, 1A-15, 1A-6
Illustration Packet Kit #1: I-7

Objective: Introduce grandchildren with the Question Form: How many?
Also the use of is and was talking.

Method: Review of Lesson 2. The Drills will introduce the new question form pattern and strengthen verb skills - usage.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine thank you.
Instructor Says: Now, let's review.

Show 20-44.

Instructor Says: What is Juan doing?
Pause for Response:
Instructor Says: He is working on a ceiling light.
Pause for Response:

Repeat the above four lines of dialogue.

Turn 20-44 over.

Instructor Says: What did Juan do?
Pause for Response:
Instructor Says: He worked on a ceiling light.
Pause for Response:

Repeat the above four lines of dialogue.

Show 20-11.

Instructor Says: What is Julie doing?
Pause for Response:
Instructor Says: She is showing you a shirt.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: What does Julie sell?
Pause for Response:
Instructor Says: She sells clothes.
Pause for Response:

Repeat the above four lines of dialogue.

Drill B. (Introduce grandchildren with How many?)

Show I-7. Impose PP-5 over the parents.

Instructor Says: My name is Anna. I'm a grandmother.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the children.

Instructor Says: These are my grandchildren.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I have three grandchildren.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: How many grandchildren do I have?
Pause for Response:
Instructor Says: You have three grandchildren.
Pause for Response:

Repeat the above four lines of dialogue.

Close-up of instructor's mouth for

Instructor Reinforcement: How many?
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: How many grandchildren do I have?
Pause for Response:
Instructor Says: You have three grandchildren.
Pause for Response:

Repeat the above four lines of dialogue.

Impose PP-4 over PP-5.

Instructor Says: How many grnadchildren does he have?
Pause for Response:
Instructor Says: He has three grandchildren.
Pause for Response:

Move the card side by side.

Instructor Says: How many grandchildren do they have?
Pause for Response:
Instructor Says: They have three grandchildren.
Pause for Response:

Repeat the above eight lines of dialogue with the motion.

Drill C. (Drill on talking and were)

Show PP-5.

Instructor Says: Grandmother is talking on the telephone.
Pause for Response:

Turn the card over.

Instructor Says: Grandmother was talking on the telephone.
Pause for Response:

Repeat the above four lines of dialogue with the motion.

Show 1A-15 apart from PP-5. Turn PP-5 over.

Instructor Says: Grandmother was talking with her sister.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Grandmother was just talking with her sister.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-4 beside 1A-6.

Instructor Says: Grandfather is watching television with his grandchildren.
Pause for Response:

Repeat the above two lines of dialogue.

Turn PP-4 over.

Instructor Says: Grandfather was watching television with his grandchildren.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Grandfather watched television with his grandchildren.
Pause for Response:

Repeat the above two lines of dialogue.

Turn 1A-6 over.

Instructor Says: They were all watching television.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: How many were watching television.
Pause for Response:
Instructor Says: They were all watching television.
Pause for Response:

Repeat the above four lines of dialogue.

LESSON 4

Materials: Illustration Packet Kit #1: I-7, I-4, I-8
Peabody: PP-5, PP-4, 1A-15, 1A-6, PP-6, PH-29, PH-23, PH-25, 1A-31, PH-26, 1H-44, PH-24, 1H-42, PH-30, 1H-49.

Objective: Drill on was washing with household items, adding silverware, knives, forks and spoons. Introduce meals: breakfast, lunch, and dinner.

Method: Review of Lesson 3. The drills will utilize familiar forms already learned to introduce the new vocabulary.

Drill A. (Review)

Instructor Says: Hello, how are you?
Pause for Response:
Instructor Says: I'm fine thank you.
Instructor Says: Now, let's review.

Show I-7. Impose PP-5 over the parents.

Instructor Says: How many grandchildren does Anna have?
Pause for Response:
Instructor Says: She has three grandchildren.
Pause for Response:

Repeat the above four lines of dialogue.

Put PP-4 beside PP-5.

Instructor Says: How many grandchildren do they have?
Pause for Response:
Instructor Says: They have three grandchildren.
Pause for Response:

Repeat the above four lines of dialogue.

Show 1A-15 apart from PP-5. Turn PP-5 over.

Instructor Says: Grandmother was just talking with her sister.
Pause for Response:

Repeat the above two lines of dialogue.

Briefly show PP-4 beside 1A-6. Turn all the cards over.

Instructor Says: How many were watching television?
Pause for Response:
Instructor Says: They were all watching television.

Repeat the above four lines of dialogue.

Drill B. (Drill on was washing with household items, adding silverware: knives, forks, and spoons.)

Flash PP-6.
(Substitute) Instructor Says: My wife was washing dishes in the sink.
Pause for Response:

Repeat the above two lines of dialogue.

Use the following for substitutes in the above dialogue.
Flash PH-29.

Repeat the above Substitute line of dialogue using plates.

Flash PH-23.

Repeat the above Substitute line of dialogue using cups and saucers.

Flash PH-25

Repeat the above Substitute line of dialogue using glasses.

Flash 1A-31.

Repeat the above Substitute line of dialogue using clothes.

Show PH-26 and 1H-44

Instructor Says: knives
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show PH-26 and 1H-44.

Repeat the above Substitute line of dialogue using knives.

Show PH-24 and 1H-42.

Instructor Says: forks
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show Ph-24 and 1H-42

Repeat the above Substitute line of dialogue using forks.

Show PH-30 and 1H-49.

Instructor Says: spoons
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show PH-20 and 1H-49.

Repeat the above Substitute line of dialogue using spoons.

Show PH-26, Ph-24, and Ph-30 together.

Instructor Says: silverware
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show the three cards.

Repeat the above Substitute line of dialogue using silverware.

Drill C. (Meals: breakfast, lunch, dinner.)

Show I-4.

Instructor Says: My wife is cooking in the kitchen.
Pause for Response:

Repeat the above two lines of dialogue.

Show I-8 beside I-4. Point to the morning.

(Substitute) Instructor Says: She is making breakfast.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth for

Instructor Reinforcement: breakfast
Pause for Response:

Repeat the above two lines of dialogue.

Point to the morning.

Repeat the above Substitute line of dialogue.

Point to noon.

Instructor Says: lunch
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Point to noon.

Repeat the above Substitute line of dialogue using lunch.

Point to sunset.

Instructor Says: dinner
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Point to evening.

Repeat the above Substitute line of dialogue using dinner.

Point to each time and repeat the Substitute Line using breakfast, lunch, and dinner.

Instructor Says: Breakfast, lunch, and dinner are meals.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: meals
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Breakfast, lunch, and dinner are meals.

Pause for Response:

Repeat the above two lines of dialogue.

LESSON 5

Materials: Peabody: PH-26, PH-24, PH-30, 3A-9, 20-43, 3A-2, 1A-9
Illustration Packet Kit #1: I-4, I-8

Objective: Reinforce writing, sitting, and hammering. Reinforce prepositions. Use is putting and put.

Method: Review of Lesson 4. The drills will be used to strengthen verbs and prepositions using familiar sentence pattern. Attention will be given to question-answer techniques.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I am fine thank you.
Instructor Says: Now, let's review.

Show PH-26, PH-24, and PH-30.

Instructor Says: This is silverware.
Pause for Response:

Repeat the above two lines of dialogue.

Point to each card when calling the name as

Instructor Says: This is a knife, fork, and spoon.
Pause for Response:

Repeat the above two lines of dialogue.

Show I-4 and I-8. Point to the morning.

(Substitute) Instructor Says She is making breakfast.
Pause for Response:

Repeat the above two lines of dialogue.

Point to noon.

Repeat the above Substitute lines of dialogue using lunch.

Point to sunset.

Repeat the above Substitute lines of dialogue using dinner.

Instructor Says: Breakfast, lunch, and dinner are meals.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: That is very good.
Pause for Response:

Look away from the camera and motion toward the ear during the pause.

Instructor Says: Thank you.

Now turn to face the camera again.

Drill B. (Reinforce writing, sitting, hammering.)

Show 3A-9 then turn it over.

Instructor Says: John was waiting at his desk.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-9, point to the paper, and turn the card over.

Instructor Says: John was writing on some paper.
Pause for Response:

Repeat the above two lines of dialogue.

Flash 3A-9 again.

Instructor Says: John was sitting at his desk.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-43

Instructor Says: This man is a carpenter.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: What does he do?
Pause for Response:
Instructor Says: He is a carpenter.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: What is he doing?
Pause for Response:
Instructor Says: He is hammering a nail.
Pause for Response:

Repeat the above four lines of dialogue.

Turn the card over.

Instructor Says: What was he doing?
Pause for Response:
Instructor Says: He was hammering a nail.
Pause for Response:

Repeat the above four lines of dialogue.

Drill C. (Reinforce prepositions. Use is putting and put.)

Show 3A-2.

Instructor Says: She is sitting at her desk.
Pause for Response:

Repeat the above two lines of dialogue.

Turn 3A-2 over.

(Substitute) Instructor Says: She was sitting at her desk.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialouge using on a chair.

Repeat the above Substitute lines of dialogue using behind her desk.

Show 1A-9 then turn the card over.

(Substitute) Instructor Says: The woman was standing at the table.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using behind the table.

Repeat the above Substitute lines of dialogue using near the table.

Show 1A-9.

(Repetition) Instructor Says: What is she doing?
Pause for Response:
Instructor Says: She is putting silverware on the table.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: putting
Pause for Response:

Use a placing motion during repeat of the above two lines of dialogue.

Instructor Reinforcement: She is putting silverware on the table.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Repetition lines of dialogue for question and answer response.

Turn 1A-9 over.

Instructor Says: When did she put the silverware on the table?
Pause for Response:
Instructor Says: She put it on the table just now.
Pause for Response:

Repeat the above four lines of dialogue for reinforcement.

LESSON 6

Materials: Peabody: 3A-9, 20-43, 1A-19, 1A-9, 20-4, 20-24, 20-25, 20-17, 20-8, 20-12, 20-44, 1A-13, 20-35
Illustration Packet Kit #1: I-5

Objective: Reinforce carrying, putting, and sweeping. Use trash can, is, and was cleaning.

Method: Review of Lesson 5. The drills will reinforce same verbs already learned by utilizing familiar sentence patterns.

Drill A. (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 3A-9 then turn it over.

Instructor Says: What was John doing?

During pause, make a writing motion.
Pause for Response:

(Substitute) Instructor Says: John was writing at his desk.
Pause for Response:

Repeat the above four lines of dialogue with the motion.

Repeat the above Substitute lines of dialogue using on some paper.

Show 20-43 then turn it over.

Instructor Says: What does he do?
Pause for Response:
Instructor Says: He is a carpenter.
Pause for Response:

Repeat the above four lines of dialogue.

Show 1A-19.

Instructor Says: What is she doing?
Pause for Response:
Instructor Says: She is putting silverware on the table.
Pause for Response:

Repeat the above two lines of dialogue.

Turn 1A-9 over.

Instructor Says: When did she put the silverware on the table?
Pause for Response:
Instructor Says: She put it on the table just now.
Pause for Response:

Repeat the above four lines of dialogue for reinforcement.

Instructor Says: Very good.

Look away from the camera and motion toward the ear during,

Pause for Response:

Drill B (Reinforce carrying and putting. Use trash can, is and was cleaning).

Show I-5 then turn it over.

(Substitute) Instructor Says: The carpenter was carrying a board.
Pause for Response:

Flash card 20-4

Repeat the above Substitute lines of dialogue using student and some books.

Flash card 20-24.

Repeat the above Substitute lines of dialogue using man and a bag.

Show 20-25. Point to the cartons. Turn the card over.

Repeat the above Substitute lines of dialogue using man and some milk.

Show 20-17. Point to the can.

Instructor Says: a trash can
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using man and a trash can.

Show 20-8

(Substitute) Instructor Says: He is putting dishes on the table.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-12. Point to the water and the dishes.

Repeat the above Substitute lines of dialogue using water and dishes.

Repeat the above two lines of dialogue for reinforcement.

Show 20-44.

Repeat the above Substitute lines of dialogue using a light and on the ceiling.

Repeat the above two lines of dialogue for reinforcement.

Show 20-8.

Instructor Says: The man is cleaning the table.

Make a cleaning motion over the table during

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of Instructor's mouth as

Instructor Says: cleaning
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: The man is cleaning the table.

Make a cleaning motion over the table during

Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce sweeping and cleaning.)

Show 1A-13.

(Substitute) Instructor Says: My daughter is sweeping the floor.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using is cleaning.

Turn 1A-13 over.

Repeat the above Substitute lines of dialogue using was sweeping.

Repeat the above Substitute lines of dialogue using was cleaning.

Show 20-35.

(Substitute) Instructor Says: My father is sweeping the street.
Pause for Response:

Repeat the above Substitute lines of dialogue using is cleaning.

Turn 20-35 over.

Repeat the above Substitute lines of dialogue using was sweeping.

Repeat the above Substitute lines of dialogue using was cleaning.

Show 20-8.

Repeat the above Substitute lines of dialogue using is cleaning and table.

Turn 20-8 over.

Repeat the above Substitute lines of dialogue using was cleaning and table.

Show 20-12.

Repeat the above Substitute lines of dialogue using is cleaning and dishes.

Turn 20-12 over.

Repeat the above Substitute lines of dialogue using was cleaning and dishes.

LESSON 7

Materials: Illustration Packet Kit #1: I-5, I-8, I-6

Peabody: 20-4, 20-17, 20-8, 20-35, 20-12, 1A-4, PF-1, PF-11, PF-12, PF-2, PF-30, 1A-43, 1A-49

Objective: Eating meals with the time of day. Food: bacon and eggs, chicken. Usual daily activities. Use get up, then, during, noon and night with Goodnight.

Method: Review of Lesson 6. The drills will introduce new vocabulary items by utilizing familiar sentence patterns and card recognition.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show I-5 then turn it over.

(Substitute) Instructor Says: The carpenter was carrying a board.
Pause for Response:

Flash 20-4.

Repeat the above Substitute lines using student and some books.

Flash 20-17.

Repeat the above Substitute lines of dialogue using man and a trash can.

Show 20-8 then turn it over.

(Substitute) Instructor Says: My father was cleaning the table.
Pause for Response:

Flash 20-35.

Repeat the above Substitute lines of dialogue using street.

Flash 20-12.

Repeat the above Substitute lines of dialogue using dishes.

Instructor Says: That is very good. You are doing very fine work.

Look away from the camera and motion toward the ear during

Pause for Response:

as Instructor says away from the camera:

Instructor Says: Thank you.

Drill B. (Eating meals with the time of day. Food: bacon and eggs, and chicken.)

Show I-8. Point to the morning. Show 1A-4.

(Substitute) Instructor Says: He eats breakfast in the morning.
Pause for Response:

Repeat the above two lines of dialogue.

Point to noon.

Repeat the above Substitute lines of dialogue using lunch and at noon.

Repeat the above two lines of dialogue for reinforcement.

Point to sunset.

Repeat the above Substitute lines of dialogue using dinner and in the evening.

Repeat the above two lines of dialogue for reinforcement.

Show PF-1, PF-11 beside 1A-4. Point to each when mentioned.

Instructor Says: He eats bacon and eggs for breakfast.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: bacon and eggs.
Pause for Response:

Repeat the above two lines of dialogue pointing to each item.

Instructor Reinforcement: He eats bacon and eggs for breakfast.
Pause for Response:

Repeat the above two lines of dialogue.

Show PF-12 beside 1A-4.

Instructor Says: He eats a hamburger for lunch.
Pause for Response:

Repeat the above two lines of dialogue.

Show PF-2 and PF-30 beside 1A-4.

Instructor Says: He eats green beans and chicken for dinner.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: chicken
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He eats green beans and chicken for dinner.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Usual daily activities. Use get up, then during, and night with Goodnight.)

Show 1A-43 and use and upward motion for rising.

Instructor Says: In the morning, I get up.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: get up
Pause for Response:

Repeat the above two lines of dialogue with the rising motion.

(1.) Instructor Reinforcement: In the morning, I get up.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-49.

(2.) Instructor Says: Then I wash my face.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above 1 and 2 lines of dialogue for reinforcement.

Show I-8. Point from morning to evening.

Instructor Says: I work during the day.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Says: during the day.
Pause for Response:

Repeat the above two lines of dialogue with motion.

Instructor Reinforcement: I work during the day.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Show I-6 Instructor Says: I take a bath in the evening.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-43 beside I-8. Point to the block section.

Instructor Says: I go to bed at night.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: at night
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I go to bed at night.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Good night.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 8

Materials: Peabody: PF-1, PF-11, 1A-4, PF-12, PF-2, PF-30, 1A-43, 1A-49, PH-2, 1A-48, PH-24.
Illustration Packet Kit #1: I-8, I-4.

Objective: Reinforce sleeping, slept, washed, cooked, ate, and brushed. Use adverbs slowly and quickly.

Method: Review of Lesson 7. The drills will reinforce verbs previously taught and use new adverbs in familiar sentence patterns devoted mainly to repetition.

Drill A. (Review)

Instructor Says: Hello, how are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show PF-1 and PF-11 beside 1A-4.

(Substitute) Instructor Says: He eats bacon and eggs for breakfast.
Pause for Response:

Repeat the above two lines of dialogue.

Show PF-12.

Repeat the above Substitute lines of dialogue using a hamburger and lunch.

Show PF-2 and PF-30.

Repeat the above Substitute lines of dialogue using green beans and chicken and dinner.

Show 1A-43 with a rising motion as

Instructor Says: In the morning, I get up.
Pause for Response:

Show 1A-49

Instructor Says: Then I wash my face.
Pause for Response:

Repeat the above four lines of dialogue with the motion.

Show I-8 with motion from morning to evening.

Instructor Says: I work during the day.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Says: I take a bath at night.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I sleep at night.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Good night.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B. (Reinforce sleeping, slept, washed. Use slowly and quickly.)

Show 1A-43 then turn it over.

Instructor Says: She was sleeping in bed.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-2.

Instructor Says: She slept in that bed last night.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-48 then turn it over.

Instructor Says: He was washing his face.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: He washed his face this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Using the hand in a slow motion.

Instructor Says: slowly
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Using the hand in a quick motion.

Instructor Says: quickly
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Close-up of instructor's mouth as,

Instructor Says: slowly, quickly
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using slowly after face.

Repeat the above two lines of dialogue.

Repeat the above Repetition lines of dialogue using quickly after face.

Repeat the above two lines of dialogue.

Drill C. (Reinforce cooked, ate, and brushed with adverbs.)

Show I-4, then turn the card over.

(Substitute) Instructor Says: She cooked on the stove yesterday.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using last night for yesterday.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using dinner after cooked and last night for yesterday.

Repeat the above two lines of dialogue.

Repeat the above two lines of dialogue using quickly after cooked.

Repeat the above two lines of dialogue.

Show 1A-4 then turn the card over.

(Substitute) Instructor Says: My son ate breakfast this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue putting slowly after son.

Repeat the above two lines of dialogue .

Repeat the above Substitute lines of dialogue and insert slowly instead of breakfast.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue dropping this morning and adding slowly.

Repeat the above two lines of dialogue.

Show PH-24 then turn the card over.

(Substitute) Instructor Says: I brushed my teeth this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue putting quickly after teeth.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue and insert quickly after I.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue dropping this morning and adding quickly.

LESSON 9

Materials: Peabody: 1A-48, 1A-4, PC-4, 1C-15, PC-17, 1C-50, 20-44, 3U-10

Illustration Packet Kit #1: I-4, I-7

Objective: Incidental use of well in the Review. Possessive nouns. Use new words: diaper, roof, they're, and of (as possession).

Method: Review of Lesson 8. The drills in the B will give possessive recognition and C will use question-answer technique to reinforce the possessives.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:

Instructor Says: How are you?
Pause for Response:

Instructor Says: I am fine, thank you.
Instructor Says: Now, let's review.

Flash 1A-48
(Repetition) Instructor Says: He washed his face this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Repetition lines of dialogue using slowly after face.

Repeat the above two lines of dialogue.

Repeat the above Repetition lines of dialogue using quickly after face.

Flash I-4.

Instructor Says: She cooked dinner quickly last night.
Pause for Response:

Repeat the above two lines of dialogue.

Flash 1A-4.

Instructor Says: My son ate breakfast slowly this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I brushed my teeth quickly this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Very good. You are speaking English very well.

Motion for a reply with your face turned away and

Instructor Says: Thank you.

Drill B. (Possessive nouns. New words: diaper, roof, of)

Show PC-4.

Instructor Says: cap
Pause for Response:

Show I-7 and block out all but the man with PC-4. Point from the man to the cap.

Instructor Says: father's cap
Pause for Response:

Repeat the above two lines of dialogue.

Show 1C-15 with the woman on I-7. Point from her to the cap.

Instructor Says: mother's dress
Pause for Response:

Repeat the above two lines of dialogue.

Show PC-15 with the boy.

Instructor Says: brother's shirt
Pause for Response:

Repeat the above two lines of dialogue.

Show PC-17 with the girl.

Instructor Says: sister's shoes
Pause for Response:

Repeat the above two lines of dialogue.

Show 1C-50 with the baby. Point to the diaper.

Instructor Says: diaper
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: baby's diaper
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-44. Point to the ceiling then the room.

Instructor Says: the ceiling of the room.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Show 3U-10. Point to the roof.

Instructor Says: the roof
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Says: the roof of the house
Pause for Response:

Repeat the above two lines of dialogue.

Now repeat all the above lines of dialogue but DO NOT DO the Repeat lines.

Drill C. (Reinforce the possessive nouns. New words: they're.)

Show PC-4.

Instructor Says: Whose cap is this?
Pause for Response:
Instructor Says: It's my father's cap.
Pause for Response:

Repeat the above four lines of dialogue.

Show 1C-15.

Instructor Says: Whose dress is this?
Pause for Response:
Instructor Says: It's my mother's dress.
Pause for Response:

Repeat the above four lines of dialogue.

Show PC-17.

Instructor Says: Whose shoes are these?
Pause for Response:
Instructor Says: They're my sister's shoes.
Pause for Response:

Repeat the above four lines of dialogue.

Show 1C-50.

Instructor Says: Whose diaper is this?
Pause for Response:
Instructor Says: It's the baby's diaper.
Pause for Response:

Repeat the above four lines of dialogue.

Show 20-44 and point to the ceiling.

Instructor Says: What is this.
Pause for Response:
Instructor Says: It's the ceiling of the room.
Pause for Response:

Repeat the above four lines of dialogue.

Show 3U-10 and point to the roof.

Instructor Says: What is this?
Pause for Response:
Instructor Says: It's the roof of the house.
Pause for Response:

Repeat the above four lines of dialogue.

Now, repeat all the above lines of dialogue but DO NOT DO the Repeat lines.

LESSON 10

Materials: Peabody: PC-4, 1C-15, PC-17, 1C-50, 20-44, 3U-10, PP-24, 1A-2, 1A-13, 1A-3, 1A-18, PC-16, PC-25, PP-4.

Objective: Reinforce is wearing with apparel: (a pair of) socks, sneakers, shorts, anklets, glasses.

Method: Review of Lesson 9. The drills will follow familiar sentence drill patterns to introduce new nouns of wearing apparel.

Drill A. (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you.
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show PC-4.

Instructor Says: Whose cap is this?
Pause for Response:
Instructor Says: It's my father's cap.
Pause for Response:

Show 1C-15.

Instructor Says: Whose dress is this?
Pause for Response:
Instructor Says: It's my mother's dress.
Pause for Response:

Show PC-17.

Instructor Says: Whose shoes are these?
Pause for Response:
Instructor Says: They're my sister's shoes.
Pause for Response:

Show 1C-50.

Instructor Says: Whose diaper is this?
Pause for Response:
Instructor Says: It's the baby's diaper.
Pause for Response:

Show 20-44 and point to the ceiling.

Instructor Says: what is this?
Pause for Response:
Instructor Says: It's the ceiling of the room.
Pause for Response:

Show 3U-10 and point to the roof.

Instructor Says: What is this?
Pause for Response:
Instructor Says: It's the roof of the house.
Pause for Response:

Repeat all the above Possessive lines of dialogue and use the cards and motion.

Instructor Says: Very good. You are speaking English very well.

Drill B. (Reinforce is wearing with apparel. New word: socks.)

Show PP-24 beside 1A-2. Point to the blue dress then to PP-24 as

(Substitute) Instructor Says: She is wearing her sister's dress.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the shoes.

Repeat the above Substitute lines of dialogue using shoes for dress.

Repeat the above two lines of dialogue.

Show only 1A-13. Point out the apron.

Repeat the above Substitute lines of dialogue using mother's apron.

Repeat the above two lines of dialogue.

Point out the dress.

Repeat the above Substitute lines of dialogue using mother's dress.

Repeat the above two lines of dialogue.

Point out the shoes.

Repeat the above Substitute lines of dialogue using mother's shoes.

Repeat the above two lines of dialogue.

Show 1A-3. Point to the shirt.

(Substitute) Instructor Says: He is wearing his brother's shirt.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the shoes.

Repeat the above Substitute lines of dialogue using shoes for shirt.

Repeat the above two lines of dialogue.

Point to the socks.

Instructor Says: socks
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using socks for shirt.

Repeat the above two lines of dialogue.

Show 1A-18. Point to the cap.

Repeat the above substitute lines of dialogue using son's cap.

Repeat the above two lines of dialogue.

Point to the shirt.

Repeat the above Substitute lines of dialogue using son's shirt.

Repeat the above two lines of dialogue.

Drill C. (Wearing apparel: sneakers, shirts, anklets, glasses.)

Show 1A-3.

Point to the socks.

(Substitute) Instructor Says: He is wearing a pair of socks.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the sneakers. Show PC-16.

Instructor Says: sneakers
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using sneakers.

Repeat the above two lines of dialogue.

Point to the shorts.

Instructor Says: shorts
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using shorts.

Repeat the above two lines of dialogue.

Show PC-25 and PP-4.

Instructor Says: glasses
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using glasses.

Repeat the above two lines of dialogue.

Show 1A-13. Point to the anklets.

Instructor Says: anklets
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using She and anklets.

Repeat the above two lines of dialogue.

Point to 1A-13.

Instructor Says: She is not wearing a pair of glasses.
Pause for Response:

Repeat the above two lines of dialogue.

Point to PP-4 and the glasses.

Instructor Says: He is wearing a pair of glasses.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 11

Materials: Peabody: 1A-2, 1A-3, PN-5a, PN-6a, PN-7a.

Objective: Introduce prepositions: after, before, between, over, and above. Use the word number.

Method: Review of Lesson 10. The drills will use familiar sentence pattern to introduce the new vocabulary. The use of numbers will be used to strengthen prepositions.

Drill A. (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 1A-2.

(Substitute) Instructor Says: She is wearing her sister's dress.
Pause for Response:

Point to the anklets.

Repeat the above Substitute lines of dialogue using anklets.

Point to the shoes.

Repeat the above Substitute lines of dialogue using shoes.

Show 1A-3.

(Substitute) Instructor Says: He is wearing his brother's shirt.
Pause for Response:

Point to the shorts.

Repeat the above Substitute lines of dialogue using shorts.

Point to the socks.

Repeat the above Substitute lines of dialogue using socks.

Point to the sneakers.

Repeat the above Substitute lines of dialogue using sneakers.

Repeat the above Substitute lines of dialogue using is not and glasses.

Instructor Says: Very good. You are doing fine work.

Drill B. (Prepositions: after, before, between)

Arrange PN-5a, PN-6a, PN-7a in that order with 5 on top.
Lift 5 to reveal 6.

(1) Instructor Says: Five comes before six.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Close-up of instructor's mouth as

Instructor Says: before
Pause for Response:

Repeat the above two lines of dialogue.

Lift 5 and replace 5 to the left of 6 as

Instructor Says: before six
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Using the motion with the 5 card,

Instructor Reinforcement: Five comes before six.
Pause for Response:

Repeat the above two lines of dialogue.

Turn 5 card over.

Slide 7 out and to the right of 6 as

(2) Instructor Says: Seven comes after six.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Close-up of instructor's mouth as

Instructor Says: after
Pause for Response:

Repeat the above two lines of dialogue.

Lift 7 and replace 7 to the right of six.

Instructor Says: after six
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Use the motion with the 7 card.

Instructor Reinforcement: Seven comes after six.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Reveal 5 to the left of 6.
Pick 6 up and put 6 back again.

(3) Instructor Says: Six comes between five and seven.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Close-up of instructor's mouth as

Instructor Says: between
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: between five and seven.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Reinforcement: Six comes between five and seven.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Now, repeat the above (1), (2), and (3) lines of dialogue with the motion but DO NOT DO and Repeat lines.

Drill C. (Continuing prepositions: over, above. Use the word number.)

Hold PN-5a.

Instructor Says: This is number five.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: number
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is number five.
Pause for Response:

Repeat the above two lines of dialogue.

Show PN-5a with PN-7a and PN-6a.

Instructor Says: These are numbers.
Pause for Response:

Repeat the above two lines of dialogue.

Arrange the cards with 7 on top and 5 immediately beneath.

Lift the edge of 7 card so that 5 is visible.

Instructor Says: Number Seven is over number five.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: over
Pause for Response:

Repeat the above two lines of dialogue.

Use the motion for

Instructor Reinforcement: Number seven is over number five.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Lift 7 and hold it above 5.

Instructor Says: Number seven is above number five.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: above
Pause for Response:

Repeat the above two lines of dialogue.

Use the motion for

Instructor Reinforcement: Number seven is above number five.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Hold 7 and 5 in a vertical line to read 75 down; then
Repeat the above two lines of dialogue.

LESSON 12

Materials: Peabody: PN-5a, PN-6a, PN-7a, PF-48, PF-38, PF-45, PF-42, PF-21, 1A-1, PF-47, PF-39, PF-44, PF-42.

Illustration Packet Kit #1: I-4

Objective: Reinforce kinds of fruit. Use pumpkin, looks, to eat, baked, which, and best. Introduce Which - question form.

Method: Review Lesson 11. The drills will serve to refresh recognition of kinds of fruit. The new vocabulary will be used within familiar sentence patterns. Which-question form will be introduced.

Drill A. (Review)

Instructor Says: Hello, how are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Arrange PH-5a, PN-6a, PN-7a, in that order with 5 on top. Lift 5 to reveal 6.

Instructor Says: Five comes before six.
Pause for Response:

Turn 5 over. Slide 7 out and to the right of 6 as

Instructor Says: Seven comes after six.
Pause for Response:

Pick 6 up and put 6 back again.

Instructor Says: Six comes between five and seven.
Pause for Response:

Repeat the above Six lines of dialogue with the cards and motions.

Arrange the cards with 7 on top and 5 immediately beneath. Lift the edge of 7 card so that 5 is visible.

Instructor Says: Number seven is over number five.
Pause for Response:

Life 7 and hold it above 5.

Instructor Says: Number seven is above number five.
Pause for Response:

Hold 7 and 5 vertical line to read 75 down; then

Repeat the above two lines of dialogue.

Repeat the above four lines of dialogue with the cards and motions.

Instructor Says: You are speaking very well.

Drill B. (Reinforce fruit. Use pumpkin, looks, to eat.)

Show I-4.

Instructor Says: Mary is cooking in the kitchen.
Pause for Response:
Instructor Says: She is cooking pumpkin.
Pause for Response:

Show PF-48.
Close-up of instructor's mouth as

Instructor Says: pumpkin
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She is cooking pumpkin.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: She is making pumpkin pie.
Pause for Response:

Repeat the above two lines of dialogue.

Show PF-38.

Repeat the above Substitute lines of dialogue using apple.

Repeat the above two lines of dialogue.

Show PF-45.

Repeat the above Substitute lines of dialogue using peach.

Repeat the above two lines of dialogue.

Show PF-42.

Repeat the above Substitute lines of dialogue using lemon.

Repeat the above two lines of dialogue.

Show PF-21.

Instructor Says: The slice of pie looks good to eat.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: looks
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: The slice of pie looks good to eat.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I would like to eat a slice of pie.
Pause for Response:
Instructor Says: Would you like to eat a slice of pie?
Pause for Response:
Instructor Says: Yes, I would, thank you.
Pause for Response:

Repeat the above six lines of dialogue.

Drill C. (Use baked. Introduce which and best.)

Show 1A-1.

Instructor Says: Sam baked a cake.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: baked
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Reinforcement: Sam baked a cake.
Pause for Response:

Repeat the above two lines of dialogue.

Show PF-47.

Repeat the above Substitute lines of dialogue using pineapple before cake.

Repeat the above two lines of dialogue.

Show PF-39.

Repeat the above Substitute lines of dialogue using banana before cake.

Repeat the above two lines of dialogue.

Show PF-44.

Repeat the above Substitute lines of dialogue using orange before cake.

Repeat the above two lines of dialogue.

Show PF-42.

Repeat the above Substitute lines of dialogue using lemon before cake.

Repeat the above two lines of dialogue.

Show all the fruit cards.

Instructor Says: Which cake do you like best?
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: which
Pause for Response:

Repeat the above two lines of dialogue.

Continue close-up of instructor's mouth as

Instructor Says: best
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Which cake do you like best?
Pause for Response:

Repeat the above two lines of dialogue.

Point to the banana.

Instructor Says: I like the banana cake best.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above four lines of dialogue but DO NOT do Repeat lines.

LESSON 13

Materials: Illustration Packet Kit #1: I-4, I-10

Peabody: PF-48, PF-38, PF-45, PF-21, PF-47, PF-39, PF-44, PF-42, 1A-1, 2N-1-100.

Objective: Reinforce numbers between 1 and 100. Introduce telling time. Use am learning, to count, clock, and time.

Method: Review of Lesson 12. The drills will reinforce the familiar numbers and introduce the telling of time by using question-answer techniques.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show I-4 and PF-48

(Substitute) Instructor Says: She is making pumpkin pie.
Pause for Response:

Repeat the above two lines of dialogue.

Show PF-38

Repeat the above two lines of dialogue using apple.

Show PF-45

Repeat the above two lines of dialogue using peach.

Repeat the above Substitute lines of dialogue using the cards.

Show PF-21

Instructor Says: The slice of pie looks good to eat.
Pause for Response:
Instructor Says: Would you like to eat a slice of pie?
Pause for Response:
Instructor Says: Yes, I would, thank you.
Pause for Response:

Repeat the above six lines of dialogue.

Show PF-47, PF-39, PF-44, PF-42 all together with 1A-1.

Instructor Says: Sam baked these cakes.
Pause for Response:
Instructor Says: Which one do you like best.
Pause for Response:

Point to the pineapple

Instructor Says: I like the pineapple cake best.
Pause for Response:

Repeat the above six lines of dialogue.

Drill B. (Reinforcement numbers between 1 and 100. Use am learning and to count.)

Instructor Says: Can you count in English?
Pause for Response:
Instructor Says: Yes, I can.
Pause for Response:

(Substitute) Show 3
Instructor Says: What number is this?
Pause for Response:
Instructor Says: Three.
Pause for Response:

Repeat the above Substitute lines of dialogue and arrange these numbers saying each one at a time: 11, 15, 21, 32, 43, 54, 65, 76, 87, 99, 100.

Instructor Says: I am learning to count in English.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: learning
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I am learning to count in English.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Telling time. Use clock and time.)

Show I-10.

Instructor Says: This is a clock.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: clock
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a clock.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: What time is it?
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: time
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: What time is it?
Pause for Response:

Repeat the above two lines of dialogue.

Show 1 o'clock.

Instructor Says: It's one o'clock.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: o'clock
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: It's one o'clock.
Pause for Response:

Repeat the above two lines of dialogue.

Show 2 o'clock.

(Substitute) Instructor Says: What time is it?
Pause for Response:
Instructor Says: It's two o'clock.
Pause for Response:

Repeat the above Substitute lines of dialogue moving the hour hand forward each number to twelve and repeat each hour of the clock.

Now, repeat the above Substitute lines of dialogue beginning at 2 o'clock and move the minute hand in groups of five minutes saying: 2:05, 2:10, 2:15, etc. and ending on 12 with 3 o'clock. (Note: be sure to move the hour hand to Three.)

LESSON 14

Materials: Peabody: 2N-1-100, 1A-19, 1A-18, 3U-10, 1A-17, 3M-18, PN-9, 1H-34, PU-13, 2F-7, PH-10.

Illustration Packet Kit #1: I-10, I-1.

Objective: Incidental use of Zero in the Review. Reinforce go, went, come, came, hear, heard, listening, and listened. Use from, radio, ambulance, and phonograph.

Method: Review of Lesson 13. The drills will reinforce familiar sentence patterns to emphasize tenses. The new words will be used as substitute words in three patterns.

Drill A. (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Pause for Response:
Instructor Says: Now, let's review.

(Substitute) Instructor Says: What number is this?
Show 99 Pause for Response:
Instructor Says: Ninety-nine.
Pause for Response:

Repeat the above Substitute lines of dialogue and show these numbers one at a time: 99, 76, 54, 32, 15, 100, 87, 65, 43, 21, 11.

Show I-10 at 5 o'clock.

(Substitute) Instructor Says: What time is it?
Pause for Response:
Instructor Says: It's five o'clock.
Pause for Response:

Repeat the above Substitute lines of dialogue beginning at 5 o'clock and move the minute hand in groups of five minutes saying: 5:05, 5:10, 5:15, etc. and ending with six o'clock. (Note: be sure to move the hour hand to six.)

Incidental number: Show 10. Cover the 1.

(1) Instructor Says: Zero
Pause for Response:

Repeat the above two lines of dialogue.showing close-up of instructor's mouth.

Show the 0 again.

(2) Instructor Says: Oh
Pause for Response:

Repeat the above two lines of dialogue.

Point to 1 then 0 and repeat the above 1 and 2 lines of dialogue putting One first as One Zero.

Repeat these lines of dialogue one more time.

Drill B. (Reinforce go, went, come, and came. Use from.)

Show 1A-19 on the left. Leave a card space. Show 1A-18 beside 3U-10.

Instructor Says: I go to work at seven o'clock in the morning.

Move 1A-18 toward 1A-19 during

Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Says: I come home at five o'clock in the afternoon.
Move 1A-18 toward 3U-10 during
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Move 1A-18 to and turn over on 1A-19.

Instructor Says: I went to work at seven o'clock this morning.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Move 1A-18 to and turn over on 3U-10.

#1 Instructor Says: I came home at five o'clock this afternoon.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Show 1A-17 beside 3U-10 and show I-1 on the left.
Move 1A-17 to and turn over on I-1.

Instructor Says: She went to school at eight o'clock this morning.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Says: What did he do this morning?
Pause for Response:
Instructor Says: He went to work seven o'clock this morning.
Pause for Response:
Instructor Says: What did she do this afternoon.
Pause for Response:

#2. Instructor Says: She came home at four o'clock this afternoon.
Pause for Response:

Repeat the above eight lines of dialogue.

Pointing back from 1A-19.

Instructor Says: from work.
Pause for Response:

Pointing back from I-1.

Instructor Says: from school.
Pause for Response:

Repeat the above four lines of dialogue with the motion.

Repeat the above #1 lines of dialogue putting from work after home.

Repeat the above #2 lines of dialogue putting from school after home.

Drill C. (Reinforce hear, heard, listening and listened. Use radio, ambulance, and phonograph.)

Hold 3M-18 at arms length. Cup the other hand behind the ear.

(Substitute) #1. Instructor Says: I hear music.
Pause for Response:

Turn the card over.
(Substitute) #2. Instructor Says: I heard music just now.
Pause for Response:

Repeat the above four lines of dialogue with the motions.

Show PH-9.

Instructor Says: radio
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute #1 and #2 lines of dialogue using the radio.

Show 1H-34

Repeat the above Substitute lines of dialogue using the television set.

Show PU-13.

Instructor Says: ambulance
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue twice more.

Repeat the above Substitute #1 and #2 lines of dialouge using an ambulance.

Show 2F-7 to the right of 3M-18.

(Substitute) #1. Instructor Says: He is listening to the music.
Pause for Response:

Repeat the above two lines of dialogue.

Turn 2F-7 over.

(Substitute) #2. Instructor Says: He listened to the music.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-9.

Repeat the above Substitute #1 and #2 lines of dialogue using radio.

Show 1H-34

Repeat the above Substitute #1 and #2 lines of dialogue using television set.

Show PH-10

Instructor Says: phonograph
Pause for Response:

Close-up of Instructor's mouth and repeat the above two lines of dialogue twice more.

Repeat the above Substitute #1 and #2 lines of dialogue using phonograph.

LESSON 15

Materials: Peabody: 1A-18, 1A-17, 3M-18, PH-9, 1H-34, PH-10, PU-13, 1A-4, PH-19, PF-38, PF-47, PF-41, PF-25, PF-18, PF-12, PF-13, PF-24, PF-23

Objective: Reinforce drink and eat with drinks and foods. Use bottle, soft drinks, for, sandwich and salad.

Method: Review of Lesson 14. The drills will reinforce familiar verbs and add new words to expand familiar sentence patterns. Many lines will use the substitution techniques.

Drill A (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Pause for Response:
Instructor Says: Now, let's review.

Flash 1A-18
(Substitute) Instructor Says: He came home from work.
Pause for Response:

Repeat the above two lines of dialogue.

Flash 1A-17
Repeat the above Substitute lines of dialogue using she and school.

Flash 3M-18
(Substitute) Instructor Says: I heard the music.
Pause for Response:

Repeat the above two lines of dialogue.

Flash PH-9
Repeat the above Substitute lines of dialogue using radio.

Flash 1H-34
Repeat the above Substitute lines of dialogue using television set.

Flash PH-10
Repeat the above Substitute lines of dialogue using phonograph.

Flash PU-13
Repeat the above Substitute lines of dialogue using ambulance.

Now, repeat all of the above Substitute lines of dialogue using listened to.

Instructor Says: That was very good. You are doing very well.
Pause for Response:

Drill B (Reinforce drink. Use bottle and soft drink).

Show 1A-4 and point to the glass of milk.

Instructor Says: Juan is drinking a glass of milk.
Pause for Response:

(Substitute) Instructor Says: What is Juan drinking?
Pause for Response:
Instructor Says: Juan is drinking a glass of milk.
Pause for Response:

Repeat the above Substitute lines of dialogue.

Show PF-19
Repeat the above Substitute lines of dialogue using orange juice.

Repeat the above lines of dialogue again.

Show PF-38
Repeat the above Substitute lines of dialogue using apple juice.

Repeat the above lines of dialogue again.

Show PF-47
Repeat the above Substitute lines of dialogue using pineapple juice.

Repeat the above lines of dialogue again.

Show PF-41
Repeat the above Substitute lines of dialogue using grape juice.

Repeat the above lines of dialogue again.

Now turn 1A-4 over. Use drank for is drinking and repeat all of the above Substitute lines of dialogue that are suggested. Show each card for reinforcement of each fruit.

Show PF-25. Point to the bottle.

Instructor Says: a bottle
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Says: a bottle of soft drink.
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show PF-25
Now, repeat the above Substitute lines of dialogue using a bottle of soft drink.

Repeat the above two lines of dialogue.

Now, repeat the above Substitute lines of dialogue using a glass of soft drink.

Repeat the above two lines of dialogue.

Show PF-18, PF-19, and PF-25.

Instructor Says: Which one of these drinks do you like best?
Pause for Response:
Instructor Says: I like the soft drink best.
Pause for Response:

Repeat the above four lines of dialogue.

Drill C. (Reinforce eat and food. Use for, sandwich, and salad.)

Flash PF-12
(Substitute) Instructor Says: I ate a hamburger for lunch today.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: for lunch.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue for reinforcement.

Flash PF-13.
Repeat the above Substitute lines of dialogue using hot dog.

Show PF-24

Instructor Says: sandwich
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show PF-24 and repeat the above Substitute lines of dialogue using sandwich.

Show PF-23.

Instructor Says: salad
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show PF-23 and repeat the above Substitute lines of dialogue using salad.

Show PF-13, Pf-24, and PF-23.

Instructor Says: Which one of these food do you like best?
Pause for Response:
Instructor Says: I like the sandwich best.
Pause for Response:

Repeat the above four lines of dialogue.

LESSON 16

Materials: Peabody: 1A-4, PF-19, PF-38, PF-47, PF-41, PF-25, PF-12, PF-13, PF-24, PF-23, 3R-3

Objective: Introduce Future Tense. Use will be, tomorrow, next, will work.

Method: Review of Lesson 15. The drills will use familiar sentence structure to introduce the future tense. The new words will reflect future tense.

Drill A. (Review)

Instructor Says: Hello, How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Flash 1A-4
(Substitute) Instructor Says: Juan is drinking a glass of milk.
Pause for Response:

Flash PF-19
Repeat the above Substitute lines of dialogue using orange juice.

Flash PF-38
Repeat the above Substitute lines of dialogue using apple juice.

Flash PF-47
Repeat the above Substitute lines of dialogue using pineapple juice.

Flash PF-41
Repeat the above Substitute lines of dialogue using grape juice.

Flash PF-25
Repeat the above Substitue lines of dialogue using soft drink.

Repeat all the above lines of dialogue flashing cards for recognition.

Flash PF-12
(Substitute) Instructor Says: I ate a hamburger for lunch today.
Pause for Response:

Flash PF-13
Repeat the above Substitute lines of dialogue using hot dog.

Flash PF-24
Repeat the above Substitute lines of dialogue using sandwich.

Flash PF-23
Repeat the above Substitute lines of dialogue using salad.

Repeat all the above lines of dialogue flashing cards for recognition.

Instructor Says: Which one of these foods do you like best?
Pause for Response:
Instructor Says: I like the salad best.
Pause for Response:

Repeat the above four lines of dialogue.

Drill B. (Introduce Future Tense will be using tomorrow.)

Show 3R3 and point to 8.

Instructor Says: Today.
Pause for Response:
Point to 7. Instructor Says: Yesterday
Pause for Response:
Point to 9. Instructor Says: Tomorrow
Pause for Response:

Repeat the above six lines of dialogue.

Instructor Says: tomorrow
Pause for Response:

Close-up of instructor's mouth for

Instructor Reinforcement: tomorrow.
Pause for Response:

Repeat the above two lines of dialogue.

Point to 8. Instructor Says: Today is Wednesday.
Pause for Response:

Point to 7. Instructor Says: Yesterday was Tuesday.
Pause for Response:

Point to 9. Instructor Says: Tomorrow will be Thursday.
Pause for Response:

Repeat the above six lines of dialogue with the motions.

Instructor Says: will be.
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: Tomorrow will be Thursday.
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to 8.
(Substitute) Instructor Says: Today is Wednesday.
Pause for Response:
Instructor Says: What day will it be tomorrow?
Pause for Response:
Instructor Says: Tomorrow will be Thursday.
Pause for Response:

Repeat the above six lines of dialogue.

Repeat the above Substitute lines of dialogue using Thursday and Friday.

Repeat the above Substitute lines of dialogue using Friday and Saturday.

Repeat the above Substitute lines of dialogue using Saturday and Sunday.

Repeat the above Substitute lines of dialogue using Sunday and Monday.

Repeat the above Substitute lines of dialogue using Monday and Tuesday.

Repeat the above Substitute lines of dialogue using Tuesday and Wednesday.

Drill C. (Continue will be with week. Use next, will work.)

Point to the week of 12th.

(Repetition) Instructor Says: This week is.
Pause for Response:

Point to the week of the 5th.
Instructor Says: Last week was.
Pause for Response:

Point to the week of 19th.
Instructor Says: Next week will be.
Pause for Response:

Repeat the above six lines of dialogue.

Instructor Says: next
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: Next week will be.
Pause for Response:

Repeat the above two lines of dialogue.

Now, repeat the above Repetition lines of dialogue pointing to 5th, 1st, then 12th.

Now, repeat the above Repetition lines of dialogue pointing to 19th, 12th, then 26th.

Point to the 12th.

(Repetition) Instructor Says: I work this week.
Pause for Response:

Point to the 5th.
Instructor Says: I worked last week.
Pause for Response:

Point to the 19th.
Instructor Says: I will work next week.
Pause for Response:

Repeat the above six lines of dialogue with the motions.

Repeat the above Repetition lines of dialogue pointing to 5th, 1st, then 12th.

Repeat the above Repetition lines of dialogue pointing to 19th, 12th, then 26th.

Now, repeat the above Repetition lines of dialogue inserting every day after worked.

LESSON 17

Materials: Peabody: 3R-3, 1A-8, 1A-20, 1A-26, 1A-13, 1A-20, 1A-26, 3F-14, 1A-16, 1A-18, 1A-17, PP-15.

Objective: Reinforce work, drive, and walk. Use yard, start, will walk, will drive, and other verb forms of start.

Method: Review of Lesson 16. The drills will utilize substitution drills with new words using familiar sentence patterns.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 3R-3, and point to 8.

(Substitute) Instructor Says: Today is Wednesday.
Pause for Response:
Instructor Says: What day will it be tomorrow?
Pause for Response:
Instructor Says: Tomorrow will be Thursday.
Pause for Response:

Repeat the above six lines of dialogue.

Repeat the above Substitute lines of dialogue using Thursday and Friday.

Repeat the above Substitute lines of dialogue using Friday and Saturday.

Repeat the above Substitute lines of dialogue using Saturday and Sunday.

Repeat the above Substitute lines of dialogue using Sunday and Monday.

Repeat the above Substitute lines of dialogue using Monday and Tuesday.

Repeat the above Substitute lines of dialogue using Tuesday and Wednesday.

Point to the 12th
(Repetition) Instructor Says: I work this week.
Pause for Response:

Point to the 5th

Instructor Says: I worked last week.
Pause for Response:

Point to the 19th

Instructor Says: I will work next week.
Pause for Response:

Repeat the above six lines of dialogue with the motion.

Repeat the above Repetition lines of dialogue pointing to 5th, 1st, then 12th.

Now, repeat the above Repetition lines of dialogue inserting everyday, after worked.

Drill B (Reinforce work. Use yard and star).

Show 1A-8

(Substitute) Instructor Says: My daughter works at home everyday.
Pause for Response:
Instructor Says: She is working at home now.
Pause for Response:
Instructor Says: She worked at home yesterday.
Pause for Response:
Instructor Says: She will work at home tomorrow.
Pause for Response:

Show 1A-20
Repeat the above Substitute lines of dialogue using father and he.

Show 1A-26
Repeat the above Substitute lines of dialogue using brother and he.

Show 1A-13
Repeat the above Substitute lines of dialogue using sister and she.

Show 1A-20
Repeat the above Substitute lines of dialogue using father, he, and in the garden.

Show 1A-26 and 3F-14. Point to the yard area.

Instructor Says: the yard
Pause for Response:

Repeat the above Substitute lines of dialogue using brother, he, and in the yard.

Show 1A-16.
(Repetition) Instructor Says: Mary starts working at six o'clock.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: starts
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Mary starts working at six o'clock.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-26.
Repeat the above Repetition lines of dialogue using John and seven.

Show 1A-13.
Repeat the above Repetition lines of dialogue using Anna and nine.

Drill C. (Reinforce drive and walk using will walk, will drive, and other verb forms of start.)

Show 1A-18 V-13
(Substitute) Instructor Says: He drives to work everyday. VI-29, 45
Pause for Response:
Instructor Says: He is driving to work now.
Pause for Response:
Instructor Says: He drove to work yesterday.
Pause for Response:
Instructor Says: He will drive to work tomorrow.
Pause for Response:

Repeat the above Substitute lines of dialogue using to Anigua for to work.

Repeat the above Substitute lines of dialogue using home for to work.

Show 1A-17.
Repeat the above Substitute lines of dialogue using She for he and to school for to work.

Repeat the above Substitute lines of dialogue using She for he and to Tamuning for to work.

Show PP-15.
(Substitute) Instructor Says: He walks to work everyday.
Pause for Response:
Instructor Says: He is walking to work now.
Pause for Response:

Instructor Says: He walked to work yesterday.
Pause for Response:
Instructor Says: He will walk to work tomorrow.
Pause for Response:

Repeat the above Substitute lines of dialogue using at seven o'clock after each line.

Repeat the above Substitute lines of dialogue using the store for work.

(Substitute) Instructor Says: He starts to work in the yard.
Pause for Response:
Instructor Says: He is starting to work in the yard.
Pause for Response:
Instructor Says: He started to work in the yard.
Pause for Response:
Instructor Says: He will start to work in the yard.
Pause for Response:

Repeat the above Substitute lines of dialogue.

Repeat the above Substitute lines of dialogue using at eight o'clock.

LESSON 18

Materials: Peabody: 1A-18, 20-10, 1A-6, PP-24
Illustration Packet Kit #1: I-3, I-11, I-12

Objective: Reinforce shopping using aren't. Introduce money: penny, nickel, dime, quarter, dollar with cent.

Method: Review of Lesson 17. The drills will stress familiar words in usage and patterns. Money will be introduced to strengthen shopping idea which will be developed later.

Drill A (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 1A-18
(Substitute)

Instructor Says: My daughter works everyday.
Pause for Response:
Instructor Says: She is working now.
Pause for Response:
Instructor Says: She was working this morning.
Pause for Response:
Instructor Says: She worked yesterday.
Pause for Response:
Instructor Says: She will work tomorrow.

Repeat the above Substitute lines of dialogue using drives, driving, droves, and drive.

Repeat the above Substitute lines of dialogue using in the yard, after each verb.

Repeat the above Substitute lines of dialogue using walks, walking, walked and walk.

Instructor Says: Very good. You are learning English very well.

Drill B (Reinforce shopping. Use aren't.)

Show I-3. Point out the store.

Instructor Says: This is a grocery store.
Pause for Response:

Show 20-10

Instructor Says: This man is shopping in the store now.
Pause for Response:
Instructor Says: He is shopping for groceries.
Pause for Response:

Repeat the above six lines of dialogue. IV-31
V-13

Show I-3
(Substitute) Instructor Says: They are going shopping now.
Pause for Response:
Instructor Says: Where are they going now?
Pause for Response:
Instructor Says: They are going shopping.
Pause for Response:
Instructor Says: They are going to the store.
Pause for Response:

Repeat the above eight lines of dialogue.

Show I-6

Instructor Says: They aren't going shopping now.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: are not, aren't
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: They aren't going shopping now.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: They aren't going to the store.
Pause for Response:

Repeat the above two lines of dialogue.

Hold PP-24
Repeat the above Substitute lines of dialogue using we.

Repeat the above Substitute lines of dialogue using he and isn't.

Drill C (Introduce money: penny, nickel, dime, quarter and dollar).

Show I-11. Point to the penny.

Instructor Says: This is a penny.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: penny
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a penny.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the nickel.

Instructor Says: This is a nickel.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: nickel
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a nickel.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the dime.

Instructor Says: This is a dime.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: dime
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a dime.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the quarter.

Instructor Says: This is a quarter.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: quarter
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a quarter.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the dollar.

Instructor Says: This is a dollar.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: dollar
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: dollar
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a dollar.
Pause for Response:

Repeat the above two lines of dialogue.

Now, point out each of the pieces of money again and use the first two lines of each money section of dialogue. i.e. This is a penney, etc.

Use a circular motion including all the money.

Instructor Says: This is money.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: money
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is money.
Pause for Response:

Repeat the above two lines of dialogue.

Show I-12. Point to the penny.

Instructor Says: One cent.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the nickel.

Instructor Says: Five cents.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the dime.

Instructor Says: Ten cents.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the quarter.

Instructor Says: Twenty-five cents
Pause for Response:

Repeat the above two lines of dialogue.

Point to the dollar.

Instructor Says: One dollar.
Pause for Response:

Repeat the above two lines of dialogue.

Use a circular motion including all the money.

Instructor Says: This is money.
Pause for Response:

Repeat the above two lines of dialogue.

Now, repeat all the above lines of dialogue under I-12, with the motions.

LESSON 19

Materials: Illustration Packet Kit #1: I-3, I-11, I-12, and I-7
Peabody: 3U-10, 1A-18, 1A-7, 1A-6, PP-1, PH-1, PH-40, PH-43

Objective: Incidential use of Guam in the Review. Reinforce possessive pronouns. Use bathtub, soap and towel.

Method: Review of Lesson 18. The drills will utilize the pronouns in familiar sentence patterns to help make them easier to use effectively in daily speech.

Drill A (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show I-3
(Substitute) Instructor Says: They are going shopping now.
Pause for Response:
Instructor Says: Where are they going now?
Pause for Response:
Instructor Says: They are going shopping.
Pause for Response:
Instructor Says: They are going to the store.
Pause for Response:

Repeat the above Substitute lines of dialogue.

Repeat the above Substitute lines of dialogue.

Show I-11. Point to the penny.

(Substitute) Instructor Says: This is a penny.
Pause for Response:

Repeat the above Substitute lines of dialogue using nickel, dime, quarter, dollar and money with the motion.

Repeat all of the above Substitute lines of dialogue again.

Show I-12
Repeat all of the above Substitue lines of dialogue using one cent, five cents, ten cents, twenty-five cents, one dollar and money with the motions.

Instructor Says: Very good. Now you can go shopping on Guam.

Drill B. (Reinforce possessive pronouns.)

Hold 3U-10.
(Substitute) Instructor Says: This is my house.
Pause for Response:
Instructor Says: This house is mine.
Pause for Response:
Instructor Says: Whose house is this?
Pause for Response:
Instructor Says: It's mine.
Pause for Response:

Show 1A-18.
Repeat the above Substitute lines of dialogue using his truck, truck-his, truck, his.

Show 1A-7.
Repeat the above Substitute lines of dialogue using her bed, bed-hers, bed, hers.

Hold 1A-6 beside the face.
Repeat the above Substitute lines of dialogue using our television set, television set-ours, television set, ours.

Hold 1A-6 at arms length.
Repeat the above Substitute lines of dialogue using this television set, television set-theirs, television set, theirs.

Hold 3U-10 and point to the roof.

Instructor Says: What color is its roof?
Pause for Response: Its roof is black.

Repeat the above two lines of dialogue.

Show 3U-10.
(Substitute) Instructor Says: Where is your home?
Pause for Response:
Instructor Says: My home is in Agana.
Pause for Response:

Repeat the above Substitute lines of dialogue using his and Tamuning.

Repeat the above Substitute lines of dialogue using her and Dededo.

Repeat the above Substitute lines of dialogue using their and Liguan Terrace.

Drill C. (Possessives continued. Use bathtub soap, and towel.)

Show I-7 and put 1A-20 over the man.

Instructor Says: Where is her husband.
Pause for Response:
Instructor Says: He's in his garden.
Pause for Response:

Repeat the above four lines of dialogue.

Put 1A-7 over the girl.

Instructor Says: Where is their daughter?
Pause for Response:
Instructor Says: She's in the bedroom.
Pause for Response:

Repeat the above four lines of dialogue.

Put PP-1 over the boy.

Instructor Says: Where is their son?
Pause for Response:
Instructor Says: He's taking his bath.
Pause for Response:

Repeat the above four lines of dialogue.

Show PH-1

Instructor Says: bathtub
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Says: in the bathtub
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-1 beside PH-1.

Instructor Says: He's taking his bath in the bathtub.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-40.

Instructor Says: This is his soap.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: soap
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is his soap.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-43.

Instructor Says: This is his towel.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: towel
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is his towel.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: This is his soap and towel.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 20

Materials: Peabody: 3U-10, 1A-7, PH-40, Ph-43, PC-3, PP-6, 3A-5, 20-21, 1A-4, PF-16, PF-30.

Objective: Reinforce see and eat using will. Use laundromat, again, and ham.

Method: Review of Lesson 19. The drills will reinforce familiar verbs, sentence structrue, and introduce new words for daily use.

Drill A. (Review)

Instructor Says: Hello, How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 3U-10
(Substitute) Instructor Says: This is my home.
Pause for Response:
Instructor Says: This home is mine.
Pause for Response:
Instructor Says: Whose home is this?
Pause for Response:
Instructor Says: It's mine.
Pause for Response:

Repeat the above Substitute lines of dialogue using her and hers.

Repeat the above Substitute lines of dialogue using his.

Repeat the above Substitute lines of dialogue using our and ours.

Repeat the above Substitute lines of dialogue using your and yours.

Repeat the above Substitute lines of dialogue using their and theirs.

Show 1A-7
(Substitute) Instructor Says: Whose bedroom is this?
Pause for Response:
Instructor Says: It's hers.
Pause for Response:

Show PH-40
Repeat the above Substitute lines of dialogue using soap.

Show PH-43.
Repeat the above Substitute lines of dialogue using towel.

Show PC-3
Repeat the above Substitute lines of dialogue using dress.

Instructor Says: Your English is very good.

Drill B (Reinforce see and using will. Use laundromat and,

Show PP-6
(Substitute) Instructor Says: I see her in her kitchen now.
Pause for Response:
Instructor Says: I saw her in her kitchen yesterday.
Pause for Response:
Instructor Says: I will see her in her kitchen tomorrow.

Repeat the above Substitute lines of dialogue using at home for in her kitchen.

Show 3A-5
Repeat the above Substitute lines of dilaogue using them for her and at school for in her kitchen.

Show 20-21

Instructor Says: This is a laundromat.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: laundromat
Pause for Response:

Repeat the above two lines of dialogue

Instructor Reinforcement: This is a laundromat.
Pause for Response:

Now, repeat the above Substitute lines of dialogue using in the laundromat for in her kitchen.

Show PP-6
(Substitute) Instructor Says: Where did you see her?
Pause for Response:
Instructor Says: I saw her in her kitchen.
Pause for Response:
Instructor Says: When will you see her again?
Pause for Response:
Instructor Says: I will see her again tomorrow.
Pause for Response:

Flash PP-6

Instructor Says: again
Pause for Response:

Repeat the above two lines of dialogue three times with the flash of card.

Repeat the last four lines of dialogue Substitute.

Show 20-21
Repeat the above Substitute lines of dialogue using in the laundromat.

Show PP-6
Repeat the above Substitute lines of dialogue using at home.

Drill C (Reinforce eat with will. Use ham.

Show 1A-4
(Substitute) Instructor Says: He eats breakfast every day.
Pause for Response:
Instructor Says: He ate breakfast yesterday.
Pause for Response:
Instructor Says: He will eat breakfast tomorrow.
Pause for Response:

Repeat the above Substitute lines of dialogue using an orange for just before breakfast.

Repeat the above Substitute lines of dialogue using a banana for just before breakfast.

Repeat the above Substitute lines of dialogue using some fruit for just before breakfast.

Repeat the above Substitute lines of dialogue using lunch in place of breakfast.

Repeat the above Substitute lines of dialogue using a hamburger for just before lunch.

Repeat the above Substitute lines of dialogue using a sandwich for just before lunch.

Repeat the above Substitute lines of dialogue using some food for just before lunch.

Show PF-16

Instructor Says: This is ham.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: ham
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is ham.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using ham for dinner in place of breakfast.

Show PF-30
Repeat the above Substitute lines of dialogue using chicken for dinner in place of breakfast.

LESSON 21

Materials: Peabody: PP-6, 20-21, 1A-4, PP-5, PP-4, 1A-9, 1A-29, 1A-26, PP-25
Illustration Kit #1: I-7

Objective: Reinforce family relationships. Use parents, grandparents, aunt, uncle, cousins and relative.

Method: Review of Lesson 20. The drills will use familiar sentence patterns with familiar words to help reinforce and introduce family relationships.

Drill A (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show PP-6
(Substitute: Instructor Says: I see her in her kitchen now.
Pause for Response:
Instructor Says: I saw her in her kitchen yesterday.
Pause for Response:
Instructor Says: I will see her in her kitchen again.

Repeat the above Substitute lines of dialogue using at home for in her kitchen.

Show 20-21

Repeat the above Substitute lines of dialogue using in the laundromat for in her kitchen.

Repeat the above Substitute lines of dialogue using at work for in her kitchen.

Show 1A-4
(Substitute) Instructor Says: He eats breakfast everyday.
Pause for Response:
Instructor Says: He ate breakfast yesterday.
Pause for Response:
Instructor Says: He will eat breakfast again.

Repeat the above Substitute lines of dialogue using a banana for just before breakfast.
Repeat the above Substitute lines of dialouge using a sandwich for lunch in place of breakfast.

Repeat the above Substitute lines of dialouge using ham for dinner in place of breakfast.

Instructor Says: Very good. You are speaking English very well.

Drill B (Reinforce family relationships. Use parents and grandparents)

Show I-7. Cover the girl with PP-24

Instructor Says: My name is Mary.
Pause for Response:

Point to the man,

Instructor Says: This is my father.
Pause for Response:

Point to the woman,

Instructor Says: This is my mother.
Pause for Response:

Point to the boy,

Instructor Says: This is my brother.
Pause for Response:

Move the card to show the baby,

Instructor Says: This is my baby brother.
Pause for Response:
Instructor Says: I am his sister.
Pause for Response:

Show I-7

Instructor Says: This is my family.
Pause for Response:

Show PP-5 beside I-7

Instructor Says: This is my grandmother.
Pause for Response:

Show PP-4 beside PP-5

Instructor Says: This is my grandfather.
Pause for Response:

Repeat all of the above lines of dialogue for reinforcement.

Pointing to the man and woman in I-7

(1) Instructor Says: My father and my mother are my parents.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: parents
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: My fathr and my mother are my parents.

Pause for Response:

Repeat the above two lines of dialogue.

Pointing to PP-4 and PP-5

(2) Instructor Says: My grandfather and my grandmother are my grandparents.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: grandparents
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: My grandfather and my grandmother are my grandparents.

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (1) and (2) lines of dialogue for reinforcement.

Drill C (Continuing family relationships. Use aunt, uncle, cousins, and relative.

Still show PP-4 and PP-5 beside I-7.

Put 1A-9 so that the corner edge points to the father as,

(1) Instructor Says: My father's sister is my aunt.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: My aunt.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: My father's sister is my aunt.
Pause for Response:

Repeat the above two lines of dialogue.

Put 1A-29 so that the corner edge points to the mother as,

(2) Instructor Says: My mother's brother is my uncle.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: uncle
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: My mother's brother is my uncle.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-26 and PP-25 with 1A-29

(3) Instructor Says: My uncle's children are my cousins.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the children,

Instructor Says: my cousins
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-26 and PP-26 with 1A-9

Repeat the above six line of dialogue using aunt's.

Now, repeat the above (1), (2) and (3) lines of dialogue using the cards for emphasis.

Show 1A-9

Instructor Says: My aunt is my relative.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: relative
Pause for Response:

Repeat the above two lines of dialogue.
(Substitute) Instructor Reinforcement: My aunt is my relative.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using uncle.

Repeat the above Substitute lines of dialogue using cousins, are and relatives.

Repeat the above Substitute lines of dialogue using they are and relatives.

LESSON 22

Materials: Illustration Packet Kit #1: I-7
Peabody: PP-4, PP-5, 1A-9, 1A-29, PP-26, PP-25, 20-44, 20-11, 3S-8, PC-15

Objective: Use (will) understand, understood, want (to ... will) buy, and bought in electrical and store clerk terms

Method: Review of Lesson 21. The drills will utilize familiar vocabulary and sentence patterns to introduce new verb forms and concepts.

Drill A (Review)

Instructor Says: Good afternoon.
Pause for Response
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show I-7
(Substitute) Instructor Says: This is my father.
Pause for Response:

Repeat the above Substitute lines of dialogue using mother, brother, sister, baby brother, family and point to each one in turn.

Show PP-4 and PP-5

Repeat the above Substitute lines of dialogue using grandmother, grandfather, grandparents and point to each one in turn.

Show 1A-9, 1A-29, PP-26 and PP-25.

Repeat the above Substitute lines of dialogue using aunt, uncle, cousins, relatives and point to each in turn.

Instructor Says: Who are your parents?
Pause for Response:
Instructor Says: My parents are my mother and my father.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Very good. You have learned family relatives.

Drill B (Use understand with electrical).

Show 20-44

Instructor Says: Juan is an electrician.
Pause for Response:
Instructor Says: He understands his work.
Pause for Response:

Repeat the above two lines of dialogue.

Put the forefinger along the side of the forehead and nod as,

Instructor Says: understand
Pause for Response:

Repeat the above two lines of dialogue with the motion.
(Substitute) Instructor Reinforcement: Juan understands his work.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using a ceiling light.

Repeat the above Substitute lines of dialogue using a lamp.

(1) Instructor Says: I understand English now.
Pause for Response:

(2) Instructor Says: I understood some English now.
Pause for Response

Repeat the above two lines of dialogue.

Instructor Says: understood
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I understand some English yesterday.
Pause for Response:

Repeat the above two lines of dialogue.

(3) Instructor Says: I will understand more English tomorrow.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (1), (2) and (3) lines of dialogue together.

Instructor Says: Do you understand?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Do you understand?
Pause for Response:
Instructor Says: No, I don't.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: I understand.
Pause for Response:
Instructor Says: I don't understand.
Pause for Response:

Repeat the above four lines of dialogue.

Drill C (Use want and buy with store clerk vocabulary).

Show 20-11

Instructor Says: Julie clerks in a store.
Pause for Response:
Instructor Says: She is showing me a shirt.
Pause for Response:
Instructor Says: I want a shirt.
Pause for Response:
Instructor Says: want
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I want a shirt.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3S-8

Instructor Says: I have some money.
Pause for Response:

Change 3S-8 to PC-15

Instructor Says: I want to buy a shirt.
Pause for Response:
Instructor Says: buy
Pause for Response

Repeat the above two lines of dialogue with the cards.

Show 3S-8

(1) Instructor Reinforcement: I want to buy a shirt.
Pause for Response:

Repeat the above two lines of dialogue.

Show PC-15

(2) Instructor Says: I bought a shirt just now.
Pause for response:

Repeat the above two lines of dialogue.

Instructor Says: bought
Pause for Response:

Repeat the above two lines of dialogue.

(3) Instructor Says: I will buy another shirt tomorrow.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (1), (2), and (3) lines of dialogue with the cards.

Instructor Says: Julie sells clothes.
Pause for Response:
Instructor Says: I want to buy some clothes.
Pause for Response:

Repeat the above (1), (2), and (3) lines of dialogue substituting dress, apron, cap, blouse and purse.

LESSON 23

Materials: Peabody: 3S-8, PC-15, PP-5, PP-4, 2S-41
Illustration Packet Kit #1: I-7

Objective: Incidental use of then in the review. Reinforce grandchildren using grand with daughter, son, child and grandchildren; talk and watch using will plus talked and watched. Use love.

Method: Review of Lesson 22. The drills will reinforce family relationships and stress familiar verbs and nouns is familiar sentence patterns.

Drill A (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

(Repetition) Instructor Says: I understand English now.
Pause for Response:
Instructor Says: I understood some English yesterday.
Pause for Response:
Instructor Says: I will understand more English tomorrow.
Pause for Response:

Repeat the above six lines of dialogue.

Instructor Says: Do you understand?
Pause for Response:
Instructor Says: No, I don't.
Pause for Response:
Instructor Says: Then, let's repeat.

Repeat only the above repetition lines of dialogue.

Show 3S-8

Instructor Says: I have some money.
Pause for Response:
Instructor Says: I want to buy a shirt.
Pause for Response:

Change 3S-8 for PC-15

Instructor Says: I bought a shirt just now.
Pause for Response:
Instructor Says: I will buy another shirt tomorrow.
Pause for Response:

Repeat the above eight lines of dialogue using the cards,

Instructor Says: Do you understand?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: Very good. Now you understand more English.

Drill B (Reinforce grandchildren. Use grand with daughter, son, child and children).

Show I-7
Put PP-5 over the parents

Instructor Says: This is Anna. She's a grandmother.
Pause for Response:

Point to the children.
(Substitute) Instructor Says: These are her grandchildren.
Pause for Response:
Instructor Says: How many grandchildren does she have?
Pause for Response:
Instructor Says: She has three grandchildren.
Pause for Response:

Repeat the above six lines of dialogue.

Show PP-4

Repeat the above Substitute lines of dialogue using his and he.

Show PP-4 and PP-5

Repeat the above Substitute lines of dialogue using their and they.

Show PP-4 and block out all but the girl.
(Substitute) Instructor Says: This is his granddaughter.
Pause for Response:

Repeat the above two lines of dialogue.

Show the boy,

Repeat the above Substitute lines of dialogue using grandson.

Repeat the above lines of dialogue.

Show the baby,

Repeat the above Substitute lines of dialogue using grandchild.

Repeat the above lines of dialogue.

Show all three children.

Repeat the above Substitute lines of dialogue using grandchildren.

Repeat the above lines of dialogue.

Show PP-5 with PP-4.

Now, repeat the above Substitute lines of dialogue using their granddaughter, grandson, grandchild, grandchildren, showing each when named.

Show 2S-41 above I-7

Instructor Says: Parents love their children.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: love
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Reinforcement: Parents love their children.
Pause for Response:

Repeat the above Substitute lines of dialogue using Grandparents and grandchildren.

Repeat the above Substitute lines of dialogue using Children and parents.

Repeat the above Substitute lines of dialogue using Grandchildren and grandparents.

Drill C. (Reinforce talk and watch using will plus talked and watched.)

Show PP-5
(Substitute) Instructor Says: Grandmother is talking on the telephone.
Pause for Response:
Instructor Says: She talked on the telephone yesterday.
Pause for Response:
Instructor Says: She will talk on the telephone tomorrow.
Pause for Response:

Repeat the above six lines of dialogue.

Repeat the above Substitute lines of dialogue using to my aunt.

Repeat the above Substitute lines of dialogue using to my grandfather.

Repeat the above Substitute lines of dialogue using to my uncle.

Repeat the above Substitute lines of dialogue using to the store clerk.

Repeat the above Substitute lines of dialogue using to the electrician.

Show PP-4
(Substitute)

Instructor Says: Grandfather is watching television.
Pause for Response:
Instructor Says: Grandfather watched television last night.
Pause for Response:
Instructor Says: Grandfather will watch television tomorrow night.
Pause for Response:

Repeat the above six lines of dialogue.

Repeat the above Substitute lines of dialogue using all his grandchildren.

Repeat the above Substitute lines of dialogue using for my aunt.

Repeat the above Substitute lines of dialogue using for the carpenter.

Instructor Says: What did he do last night?
Pause for Response:
Instructor Says: He watched television last night.
Pause for Response:
Instructor Says: What did you do last night?
Pause for Response:
Instructor Says: I watched television.
Pause for Response:

Repeat the above eight lines of dialogue.

Instructor Says: What will he do tomorrow night.
Pause for Response:
Instructor Says: He will watch television.
Pause for Response:
Instructor Says: What will you do tomorrow night?
Pause for Response:
Instructor Says: I will watch television.
Pause for Response:

Repeat the above eight lines of dialogue.

LESSON 24

Materials: Illustration Packet Kit #1: I-7, I-4

Peabody: PP-5, 2S-41, PP-4, PP-6, PH-23, PH-26, PH-24, PH-30, 1A-49, 1A-5, PF-20, PF-1, PF-11, PF-26, PF-23, PF-27, PF-30.

Objective: Reinforce (to) wash using will and use hair and hands. Reinforce meals and use pancakes, soup, spaghetti, roast chicken, and hungry.

Method: Review of Lesson 23. The drills will utilize familiar words and sentences to introduce new words and reinforce those previously learned.

Drill A. (Review)

Instructor Says: Hello, How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show I-7. Put PP-5 over the parents. Show 2S-41 above PP-5.

(Substitute) Instructor Says: She loves her granddaughter.
Pause for Response:

Repeat the above Substitute lines of dialogue using grandson, grandchild, and grandchildren.

Flash PP-5
(Substitute) Instructor Says: Grandmother talked on the telephone.
Pause for Response:

Repeat the above Substitute lines of dialogue using to my aunt, to my grandfather, to the store clerk.

Flash PP-4
(Substitute) Instructor Says: Grandfather will watch television.
Pause for Response:

Repeat the above Substitute lines of dialogue using all his grandchildren, for my aunt, for the carpenter.

(Substitute) Instructor Says: What did you do last night?
Pause for Response:
Instructor Says: I watched television.
Pause for Response:

Repeat the above Substitute lines of dialogue using my grandfather; talked on the telephone; my baby brother; talked to my aunt.

Drill B. (Reinforce (to) wash using will. Use hair and hands.)

Flash PP-6
(Substitute) Instructor Says: She washed the dishes this morning.
Pause for Response:
Instructor Says: She will wash the dishes again tomorrow morning.
Pause for Response:

Repeat the above four lines of dialogue.

Flash PH-23.
Repeat the above Substitute lines of dialogue using cups and saucers.

Flash PH-26. V-13
Repeat the above Substitute lines of dialogue using knives. V-31
VII-48
Flash PH-24. II-92
Repeat the above Substitute lines of dialogue using forks.

Flash PH-30
Repeat the above Substitute lines of dialogue using spoons.

Flash PH-26, PH-24 and PH-30.
Repeat the above Substitute lines of dialogue using silverware.

Repeat the above Substitute lines of dialogue using breakfast before dishes.

Show PP-26. Point to the hair.

Instructor Says: This is hair.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Says: hair.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is hair.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using He and his hair.

Show 1A-49.
Repeat the above Substitute lines of dialogue using He and his face.

Show 1A-5. Point to the hands.

Instructor Says: hands
Pause for Response:

Repeat the above two lines of dialogue twice more.

Repeat the above Substitute lines of dialogue using He and his hands.

Drill C. (Reinforce meals and use pancakes, soup, spaghetti, roast chicken, hungry.)

Show I-4.
(Substitute) Instructor Says: She is making breakfast.
Pause for Response:

Repeat the above Substitute lines of dialogue using lunch.

Repeat the above Substitute lines of dialogue using dinner.

Repeat the above Substitute lines of dialogue using a meal.

Repeat the above meal line of dialogue again for reinforcement.

Repeat the above Substitute lines of dialogue using a cake.

Show PF-20.

Instructor Says: pancakes
Pause for Response:

Repeat the above two lines of dialogue twice more.

Repeat the above Substitute lines of dialogue using pancakes for breakfast.

Show PF-1 and PF-11
Repeat the above Substitute lines of dialogue using bacon and eggs for breakfast.

Show PF-26.

Instructor Says: soup
Pause for Response:

Repeat the above two lines of dialogue twice more.

Repeat the above Substitute lines of dialogue using soup for lunch.

Show PF-23.
Repeat the above Substitute lines of dialogue using salad for lunch.

Show PF-27.

Instructor Says: spaghetti
Pause for Response:

Repeat the above two lines of dialogue twice more.

Repeat the above Substitute lines of dialogue using spaghetti for dinner.

Show PF-30.

Instructor Says: roast chicken
Pause for Response:

Repeat the above two lines of dialogue twice more.

Repeat the above Substitute lines of dialogue using roast chicken for dinner.

Rubbing the stomach,

Instructor Says: I am hungry. Let's eat.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Says: hungry
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I am hungry. Let's eat.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 25

Materials: Peabody: PP-6, PF-1, PF-11, PF-26, PF-27, 3A-9, 1M-14, 20-43, 3A-2
1A-9
Illustration Packet Kit #1: I-4

Objective: Use letter, wrote, will write, hammered, will hammer, sit, sat, will sit, stand, stood, will stand and will put.

Method: Review of Lesson 24. The drills will develop verbs by utilizing familiar sentence patterns with sentence parts already taught.

Drill A (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Flash PP-6
(Substitute) Instructor Says: She washed the dishes.
Pause for Response:
Instructor Says: She will wash the dishes again tomorrow.
Pause for Response:

Repeat the above Substitute lines of dialogue using cups and saucers then silverware for dishes.

Repeat the above Substitue lines of dilogue using breakfast then lunch then dinner before the word dishes.

Repeat the above Substitute lines of dialogue using her hair, then her face instead of the dishes.

Show I-4
(Substitute) Instructor Says: She is making breakfast.
Pause for Response:

Flash PF-1 and PF-11
Repeat the above Substitute lines of dialogue inserting bacon and eggs before breakfast.

Flash PF-26
Repeat the above Substitute lines of dialogue using soup for lunch for breakfast.

Flash PF-27
Repeat the above Substitute lines of dialogue using spaghetti for dinner for breakfast.

Instructor Says: Are you hungry?
Pause for Response:
Instructor Says: Yes, I am.
Pause for Response:
Instructor Says: Then, let's eat.
Pause for Response:

Drill B. (Use letter, wrote, will write, hammered, and will hammer.)

Flash 3A-9 then show 1M-14.

Instructor Says: John was writing this letter.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as

Instructor Says: letter
Pause for Response:

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: John was writing this letter.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: John wrote this letter.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: wrote
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: John wrote this letter.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: John will write a letter to you.
Pause for Response:

Repeat the above two lines of dialogue twice.

Flash 20-43.

Instructor Says: He was hammering the nail.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: He hammered the nail.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: hammered
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He hammered the nail.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: He will hammer the nail.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: What did John do?
Pause for Response:

Show 1M-14

Instructor Says: John wrote this letter.
Pause for Response:
Instructor Says: What will John do?
Pause for Response:
Instructor Says: John will write a letter to you.
Pause for Response:

Repeat the above eight lines of dialogue.

Repeat the above Substitute lines of dialogue using hammered the nail with hammer the nail for you.

Drill C. (Use sit, sat, will sit, stand stood, will stand, and will put.)

Show 3A-2.

(1) Instructor Says: She sits at her desk everyday.
Pause for Response:

Repeat the above two lines of dialogue.

(2) Instructor Says: She sat at her desk yesterday.
Pause for Response:

Repeat the above two lines of dialogue.

(3) Instructor Says: She will sit at her desk tomorrow.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (1), (2), and (3) lines of dialogue but DO NOT DO the Repeat lines.

Show 1A-9.

(1) Instructor Says: She stands behind the table everyday.
Pause for Response:

Repeat the above two lines of dialogue.

(2) Instructor Says: She stood behind the table yesterday.
Pause for Response:

Repeat the above two lines of dialogue.

(3) Instructor Says: She will stand behind the table tomorrow.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (1), (2), and (3) lines of dialogue but DO NOT DO the Repeat lines.

Show 1A-9.

(1) Instructor Says: She is putting silverware on the table.
Pause for Response:

Repeat the above two lines of dialogue.

(2) Instructor Says: She put silverware on the table yesterday.
Pause for Response:

Repeat the above two lines of dialogue.

(3) Instructor Says: She will put silverware on the table tomorrow.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (1), (2), and (3) lines of dialogue but DO NOT DO the Repeat lines.

Show 3A-2.

(Substitute) Instructor Says: Where did she sit yesterday?
Pause for Response:
Instructor Says: She sat at her desk.
Pause for Response:

Repeat the above four lines of dialogue.

Repeat the above Substitute lines of dialogue using stand and stood behind the table.

Repeat the above Substitute lines of dialouge using put the silverware and put the silverware on the table.

LESSON 26

Materials: Peabody: 1M-14, 20-43, 3A-2, 1A-9, 20-24, 20-17, 20-38, 20-12, 20-44, 1A-13, PH-1, PH-15, PH-11, PH-28
Illustration Packet Kit #1: I-5

Objective: Reinforce carry using carried and will carry; put, swept, cleaned, will sweep, and will clean plus refrigerator.

Method: Review of Lesson 25. The drills will use the substitute technique to strengthen verb forms with familiar vocabulary.

Drill A (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 1M-14
(Substitute) Instructor Says: John wrote a letter.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-43
Repeat the above Substitute lines of dialogue using hammered and nail with the Repeat.
Repeat the above Substitute lines of dialogue using will write with the Repeat.

Repeat the above Substitute lines of dialogue using will hammer and nail with the Repeat.

Show 3A-2
(Substitute) Instructor Says: She sat at her desk.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using will sit with the Repeat.

Show 1A-9
(Substitute) Instructor Says: She stood behind the table.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using will stand with the Repeat.

Instructor Says: Very good. You are learning English very well.

Drill B (Reinforce carry using carried and will carry; and put)

Show I-5

Instructor Says: The carpenter was carrying a board.
Pause for Response:
Instructor Says: The carpenter carried a board.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: carried
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Reinforcement: The carpenter carried a board.
Pause for Response
Instructor Says: The carpenter will carry a board.
Pause for Response:

Repeat the above four lines of dialogue.

Flash 20-24
Repeat the above Substitute lines of dialogue using man and bag.

Repeat the above four lines of dialogue.

Flash 20-17
Repeat the above Substitute lines of dialogue using man and trash can.

Repeat the above four lines of dialogue.

Show 20-24 and point to the letters
Repeat the above Substitute lines of dialogue using man and letters.

Repeat the above four lines of dialogue.

Flash 20-8
(Substitute) Instructor Says: He put dishes on the table.
Pause for Response:
Instructor Says: He will put dishes on the table.
Pause for Response:

Show 20-12
Repeat the above Substitute lines of dialogue using water and dishes.

Show 20-44
Repeat the above Substitute lines of dialogue using a light and ceiling.

Show 1A-9
Repeat the above Substitute lines of dialogue using she and silverware.

(Substitute) Instructor Says: Where did she put the silverware?
Pause for Response:
Instructor Says: She put it on the table.
Pause for Response:

Repeat the above Substitute lines of dialogue using he, light and ceiling.

Repeat the above Substitute lines of dialogue using he, water and dishes.

Drill C (Reinforce sweep and clean with will. Use swept, cleaned, and refrigerator)

Show 1A-13. Turn the card over,

Instructor Says: My daughter was sweeping the floor.
Pause for Response:
Instructor Says: She swept the floor this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: swept
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She swept the floor this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She will sweep the floor tomorrow morning.
Pause for Response:

Repeat the above two lines of dialogue two more times.

Instructor Says: She was cleaning the floor.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She cleaned the floor this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: cleaned
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute)
(1) Instructor Reinforcement: She cleaned the floor this morning.

Pause for Response:

Repeat the above two lines of dialogue.

(Substitute)
(2) Instructor Says: She will clean the floor tomorrow morning
Pause for Response:

Repeat the above two lines of dialogue two more times.

Show 20-38
Repeat the above (1) and (2) lines of dialogue using table.

Show PH-1
Repeat the above (1) and (2) lines of dialogue using bathtub.

Show PH-15
Repeat the above (1) and (2) lines of dialogue using stove.

Show PH-11

Instructor Says: refrigerator
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Repeat the above (1) and (2) lines of dialogue using refrigerator.

Show PH-28
Repeat the above (1) and (2) lines of dialogue using sauce pan.

LESSON 27

Material: Illustration Packet Kit #1: I-5
Peabody: 20-24, 20-17, 1A-13, 20-35, PH-11, PH-1, PF-1, PF-11, PF-26, PF-30, 3R-3, 3S-15, 1A-43

Objective: Introduce adverbs: often, always and never

Method: Review of Lesson 26. The drills will use familiar sentence patterns to introduce the lesson objective. The final drill will represent a day's activitiy in general review.

Drill A (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show I-5
(Substitute) Instructor Says: The carpenter carried a board.
Pause for Response:
Instructor Says: The carpenter will carry a board.
Pause for Response:

Flash 20-24
Repeat the above Substitute lines of dialogue using man and bag.

Flash 20-17
Repeat the above Substitute lines of dialogue using man and trash can.

Show 1A-13
(Substitute) Instructor Says: She swept the floor this morning.
Pause for Response:
Instructor Says: She will sweep the floor tomorrow morning.
Pause for Response:

Repeat the above Substitute lines of dialogue using room.

Show 20-35
Repeat the above Substitute lines of dialogue using he and street.

Instructor Says: Do you understand?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: Then, let's go on.

Show 1A-13
(Substitue) Instructor Says: She cleaned the floor.
Pause for Response:
Instructor Says: She will clean the floor.
Pause for Response:

Show PH-11
Repeat the above Substitute lines of dialogue using refrigerator.

Show PH-1
Repeat the above Substitute lines of dialogue using bathtub.

Drill B (Use often, always and never).

Show PF-1 and PF-11

(1) Instructor Says: I eat bacon and eggs for breakfast.
Pause for Response:

Show PF-2o

(2) Instructor Says: I eat roast for dinner.
Pause for Response:

Show PF-30

(3) Instructor Says: I eat roast chicken for dinner.
Pause for Response:
Instructor Says: often
Pause for Response:

Repeat the above two lines of dialogue.

Show 3R-3 and point to several different numbers; then close-up of instructor's mouth and repeat the above two lines of dialogue again.

Repeat the above (1), (2), and (3) lines of dialogue using often breakfast eat.

Instructor Says: always
Pause for Response:

Repeat the above two lines of dialogue.

Show 3R-3 and point to each day in order for at least a week, then repeat the above two lines of dialogue.

Close-up of instructor's mouth and repeat the above two lines of dialogue again.

Repeat the above (1), (2), and (3) lines of dialogue using always before eat.

Show 3R-3 partially covered with 3S-15

Instructor Says: never
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth and repeat the above two lines of dialogue again.

Repeat the above (1), (2), and (3) lines of dialogue using never before eat.

Show 3R3 and point to a few scattered days.

Instructor Says: sometimes
Pause for Response:

Repeat the above two lines of dialogue two more times.

Repeat the above (1), (2), and (3) lines of dialogue using sometimes before eat.

Instructor Says: Do you eat bacon and eggs for breakfast?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: I do, too.
Pause for Response:

Repeat the above six lines of dialogue.

Drill C

Show 1A-43 and use an upward motion for rising.

Instructor Says: I get up in the morning.
Pause for Response:
Instructor Says: Then, I always wash my face.
Pause for Response:
Instructor Says: Then, I always brush my teeth.
Pause for Response:
Instructor Says: I always eat breakfast.
Pause for Response:
Instructor Says: I go to work after breakfast.
Pause for Response:
Instructor Says: I work during the day.
Pause for Response:
Instructor Says: I sometimes eat lunch at noon.
Pause for Response:
Instructor Says: I come home in the afternoon.
Pause for Response:
Instructor Says: I take a bath after work.
Pause for Response:
Instructor Says: I often eat roast chicken for dinner.
Pause for Response:
Instructor Says: I sometimes watch television in the evening.
Pause for Response:
Instructor Says: I often go to bed at ten o'clock.
Pause for Response:
Instructor Says: Good night.
Pause for Response:

Repeat the above 13 lines of dialogue.

Instructor Says: She gets up in the morning.
Pause for Response:
Instructor Says: Then she washes her face.
Pause for Response:
Instructor Says: She always brushes her teeth.
Pause for Response:
Instructor Says: She always eats breakfast.
Pause for Response:
Instructor Says: She goes to work after breakfast.
Pause for Response:
Instructor Says: She works during the day.
Pause for Response:
Instructor Says: She sometimes eats lunch at noon.
Pause for Response:
Instructor Says: She comes home in the afternoon.
Pause for Response:
Instructor Says: She takes a bath after work.
Pause for Response:
Instructor Says: She often eats ham for dinner.
Pause for Response:
Instructor Says: She sometimes watches television in the evening.
Pause for Response:
Instructor Says: She often goes to bed at eleven o'clock.
Pause for Resopnse:
Instructor Says: Good night.
Pause for Response:

Repeat the above 13 lines of dialogue.

LESSON 28

Materials: Peabody: PF-1, PF-11, 1A-43, PH-2, 3R-3, 1A-48, 1A-18, 1A-4, PH-42
Illustration Packet Kit #1: I-8, I-4

Objective: Use will sleep, will brush, will cook; tonight and tomorrow night. Reinforce cook, eat and brush with adverb.

Method: Review of Lesson 27. The drills will reinforce adverbs in familiar sentence patterns and develop the new verbs using familiar vocabulary.

Drill A (Review)

Instructor Says: Hello. How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show PF-1 and PF-11
(Substitute) Instructor Says: I eat bacon and eggs for breakfast.
Pause for Response:
Instructor Says: I eat soup for lunch.
Pause for Response:
Instructor Says: I eat roast chicken for dinner.
Pause for Response:

Repeat the above Substitute lines of dialogue using often before eat.

Repeat the above Substitute lines of dialogue using always before eat.

Repeat the above Substitute lines of dialogue using never before eat.

Repeat the above Substitute lines of dialogue using sometimes before eat.

Instructor Says: You get up in the morning.
Pause for Response:
Instructor Says: Then, you always wash your face.
Pause for Response:
Instructor Says: Then, you always brush your teeth.
Pause for Response:
Instructor Says: You eat breakfast.
Pause for Response:
Instructor Says: You go to work after breakfast.
Pause for Response:

Instructor Says: You wash during the day.
Pause for Response:
Instructor Says: You eat lunch at noon.
Pause for Response:
Instructor Says: You come home in the afternoon.
Pause for Response:
Instructor Says: You take a bath after work.
Pause for Response:
Instructor Says: You eat roast chicken for dinner.
Pause for Response:
Instructor Says: You watch television.
Pause for Response:
Instructor Says: You go to bed at ten o'clock.
Pause for Response:
Instructor Says: Good night.
Pause for Response:

Drill B (Use will sleep and reinforce slowly and quickly. Use tonight and tomorrow night).

Flash 1A-43

Instructor Says: She was sleeping in bed.
Pause for Response:

Show PH-2

(1) Instructor Says: She slept in that bed last night.
Pause for Response:

(Substitute)
(2) Instructor Says: She will sleep in that bed tonight.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3R-3 with I-8. Point to the right time then point to 15.

Instructor Says: tonight
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above #(2) lines of dialogue.

Point to 14

Instructor Says: last night
Pause for Response:

Repeat the above two lines of dialogue

Repeat the above #(1) lines of dialogue.

Point to 16

Instructor Says: tomorrow night
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute #2 lines of dialogue using tomorrow night.

Show 1A-48
(Substitute) Instructor Syas: He washed his face this morning.
Pause for Response:

Repeat the above Substitute lines of dialogue using slowly after face.

Repeat the above Substitute lines of dialogue using quickly after face.

Show 1A-18
Repeat the above Substitute lines of dialogue using drove and truck slowly last night.

Repeat the above Substitute lines of dialogue using drove and truck quickly last night.

Show I-4
(Substitute) Instructor Says: She is making dinner tonight.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitue lines of dialogue using made and last night.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using will make and tomorrow night.

Repeat the above two lines of dialogue.

Drill C (Reinforce cook, eat, and brush with adverb)

Show I-4
(Substitute) Instructor Says: She is cooking on the stove today.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using cooked and last night.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using will cook and tomorrow night.

Repeat the above two lines of dialogue.

Show 1A-4
(Substitute) Instructor Says: Her son ate his breakfast this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using slowly after breakfast.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using quickly after breakfast.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using dinner last night.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using will eat and dinner tomorrow night.

Repeat the above two lines of dialogue.

Show PH-42
(Substitute) Instructor Says: I brushed my teeth this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using yesterday.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using will brush and tomorrow morning.

Repeat the above two lines of dialgue.

Repeat the above Substitute lines of dialogue using quickly after teeth.

Repeat the above two lines of dialogue.

Instructor Says: Did you brush your teeth this morning?
Pause for Response:
Instructor Says: Yes, I did. I brush my teeth everyday.
Pause for Response:

Repeat the above four lines of dialogue.

LESSON 29

Materials: Illustration Packet Kit #1: I-4
Peabody: 1A-4, 1A-48, PH-24, PC-4, 1C-15, PC-15, PC-17, 1C-50, 20-44, 3U-10, PH-34, PH-11

Objective: Reinforce possessive nouns. Use handle, top, and bottom.

Method: Review of Lesson 28. The drills will serve to strengthen possessive nouns by using them in simple sentence patterns. Question-answer technique will also be used for drill purposes.

Drill A (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show I-4
-(Substitute) Instructor Says: She is cooking on the stove today.
Pause for Response:

Repeat the above Substitute lines of dialogue using cooked and last night.

Repeat the above Substitute lines of dialogue using will cook and tomorrow night.

Show 1A-4
(Substitute) Instructor Says: Her son ate his breakfast this morning.
Pause for Response:

Repeat the above Substitute lines of dialogue using yesterday for this.

Repeat the above Substitute lines of dialogue using will eat with tomorrow for this.

Repeat the above Substitute lines of dialogue using quickly after breakfast.

Show 1A-48
Repeat the above Substitute lines of dialogue using washed and face instead of breakfast.

Show PH-24
Repeat the above Substitute lines of dialogue using brushed and teeth instead of breakfast.

Instructor Says: Do you understand?
Pause for Response
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: Very good. Let's go on.
Pause for Response:

Drill B (Reinforce possessive nouns. Use handle, top, bottom)

Show PC-4
(Substitute) Instructor Says: This is my father's cap.
Pause for Response:

Show 1C-15
Repeat the above Substitute lines of dialogue using my mother's dress.

Show PC-15
Repeat the above Substitute lines of dialogue using my brother's shirt.

Show PC-17
Repeat the above Substitute lines of dialogue using these are my sister's shoes.

Show 1C-50
Repeat the above Substitute lines of dialogue using the baby's diaper.

Show 20-44 and point to the ceiling
Repeat the above Substitute lines of dialogue using the ceiling of the room.

Show 3U-10 and point to the roof.
Repeat the above Substitute lines of dialogue using the roof of the house.

Now, repeat all of the above lines of dialogue using the cards.

Show PH-34. Point to the handle.

Instructor Says: the handle
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using the handle of the bucket.

Repeat the above two lines of dialogue again for reinforcement.

Show 1H-11. Point to the top.

Instructor Says: the top
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using the top of the refrigerator.

Point to the bottom.

Instructor Says: the bottom
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using the bottom of the refrigerator.

Point to the side.

Instructor Says: the side
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using the side of the refrigerator.

Drill C (Possessive pronouns continued)

Show PC-4

Instructor Says: Whose cap is this?
Pause for Response:
Instructor Says: It's my father's cap.
Pause for Response:

Show 1C-15

Instructor Says: Whose dress is this?
Pause for Response:
Instructor Says: It's my mother's dress.
Pause for Response:

Show PC-17

Instructor Says: Whose shoes are these?
Pause for Response:
Instructor Says: They're my sister's shoes.
Pause for Response:

Show 1C-50

Instructor Says: Whose diaper is this?
Pause for Response:
Instructor Says: It's the baby's diaper.

Show 20-44 and point to the ceiling as
(Substitute) Instructor Says: What is this?
Pause for Response:
Instructor Says: It's the ceiling of the room.
Pause for Response:

Show 3U-10 and point to the roof.

Repeat the above Substitute lines of dialogue using roof of the house.

Show PH-34 and point to the handle.
Repeat the above Substitute lines of dialogue using handle of the bucket.

Show PH-11 and point to the top.
Repeat the above Substitute lines of dialogue using top of the refrigerator.

Point to the bottom.
Repeat the above Substitute lines of dialogue using bottom of the refrigerator.

Point to the side.
Repeat the above Substitute lines of dialogue using side of the refrigerator.

LESSON 30

Materials: Peabody: 1C-15, PC-17, LC-50, 20-44, 3U-10, PH-34, PH-11, 1A-13, 1A-13, 1A-8, 1C-23, PC-19, 1A-3, 1A-20, 1C-9, PC-25

Objective: Reinforce wearing apparel. Use long, short, a pair of hose, a slip, belt, slacks, and will wear.

Method: Review of Lesson 29. The drills will stress familiar vocabulary in simple sentence patterns of repetition and include new words from the Objective.

Drill A (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 1C-15

Instructor Says: This is my mother's dress.
Pause for Response:

Show PC-17

Instructor Says: These are my sister's shoes.
Pause for Response:

Show 1C-50

Instructor Says: This is the baby's diaper.
Pause for Response:

Show 20-44 and point to the ceiling.
(Substitute) Instructor Says: What is this?
Pause for Response:
Instructor Says: It's the ceiling of the room.
Pause for Response:

Show 3U-10 and point to the roof.
Repeat the above Substitute lines of dialogue using roof of the house.

Show PH-34 and point to the handle.
Repeat the above Substitute lines of dialogue using handle of the bucket.

Show PH-11 and point to the top.
Repeat the above Substitute lines of dialogue using top of the refrigerator.

Point to the bottom.
Repeat the above Substitute lines of dialogue using bottom of the refrigerator.

Point to the side.
Repeat the above Substitute lines of dialogue using side of the refrigerator.

Instructor Says: Do you understand?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: Very good, let's go on.

Drill B (Wearing apparel. Use long, short, a pair of hose, and a slip.

Show 1A-13 point to the dress.
(Substitute) Instructor Says: She is wearing a blue dress.
Pause for Response:

Point to the anklets.
Repeat the above Substitute lines of dialogue using a pair of white anklets.

Point to the shoes.
Repeat the above Substitute lines of dialogue using a pair of black shoes.

Point to the apron.
Repeat the above Substitute lines of dialogue using her mother's apron.

Point to the hair.
Repeat the above Substitute lines of dialogue using long hair.

Show visual aids cards. Use one for long and one for short. Put thelong one over the short one. Point to the long one.

Instructor Says: This is long.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: long
Pause for Response;

Repeat the above two lines of dialogue.

Point to the short one.

Instructor Says: This is short.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: short
Pause for Response:

Repeat the above two lines of dialogue.

Point to the hair again in 1A-13,

Repeat the above Substitute lines of dialogue using long hair.

Repeat the above two lines of dialogue again for reinforcement.

Show 1A-8
Repeat the above Substitute lines of dialogue using short hair.

Show 1C-23

Instructor Says: A pair of hose.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using not after is and a pair of hose.

Show PC-19

Instructor Says: a slip
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using a slip under her dress.

Repeat the above two lines of dialogue for reinforcement.

Drill C (Wearing apparel. Use belt, slacks and will wear).

Show 1A-3. Point to the sneakers.
(Substitute) Instructor Says: He is wearing a pair of sneakers.
Pause for Response:

Point to the socks.
Repeat the above Substitute lines of dialogue using a pair of socks.

Point to the shorts.
Repeat the above Substitute lines of dialogue using a pair of shorts.

Point to the hair.
Repeat the above Substitute lines of dialogue using short hair.

Point to the shirt.
Repeat the above Substitute lines of dialogue using a green shirt.

Show 1C-9. Point to the belt.

Instructor Says: a belt
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue two more times.

Point to the belt in 1A-20
Repeat the above Substitute lines of dialogue using a belt.

Show 1C-9. Point to the pants.

Instructor Says: slacks
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue two more times.

Repeat the above Substitute lines of dialogue using a pair of slacks.

(Substitute) Instructor Says: He will wear a pair of slacks.
Pause for Response:

Repeat the above two lines of dialogue.

Show PC-25
Repeat the above Substitute lines of dialogue using a pair of glasses.

Show PC-4
Repeat the above Substitute lines of dialogue using a cap.

LESSON 31

Materials: Peabody: 1A-13, 1C-23, PC-19, 1A-3, 1C-9, PC-25, PC-4, 3A-3, 3T-6, 1A-18, 3T-5, 3T-8, 1H-1, PP-1, 20-42, 3A-3, PH-1, 3A-1, 1A-7, 35-25

Illustration Packet Kit #1: I-3
Visual Aids Packet

Objective: Reinforce prepositions. Introduce: early, late, into, out of, sweater, blanket, and across.

Method: Review of Lesson 30. The drills will introduce the new items from the objective by utilizing familiar sentence patterns. The concept of preposition usage will be stressed.

Drill A (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 1A-13 and point to the dress.
(Substitute) Instructor Says: She is wearing a blue dress.
Pause for Response:

Point to the anklets.
Repeat the above Substitute lines of dialogue using a pair of white anklets.

Point to the apron.
Repeat the above Substitute lines of dialogue using her mother's apron.

Point to the hair.
Repeat the above Substitute lines of dialogue using long hair.

Show 1C-23
Repeat the above Substitute lines of dialogue using not after is and a pair of shoes.

Show PC-19
Repeat the above Substitute lines of dialogue using a slip under her dress.

Show 1A-3. Point to the shirt.
(Substitute) Instructor Says: He will wear a shirt.
Pause for Response:

Show 1C-9. Point to the slacks.
Repeat the above Substitute lines of dialogue using a pair of slacks.

Point to the belt.
Repeat the above Substitute lines of dialogue using a belt.

Show PC-25
Repeat the above Substitute lines of dialogue using a pair of glasses.

Show PC-4
Repeat the above Substitute lines of dialogue using a cap.

Instructor Says: I wear some of these clothes everyday.
Pause for Response:
Instructor Says: I will wear some of these clothes tomorrow.
Pause for Response:

Drill B (Introduce early, late, into, and out of).

Show 3R-3. Point to Wednesday.
(Substitute) Instructor Says: This is Wednesday.
Pause for Response:

Point to Tuesday.

Instructor Says: Tuesday comes before Wednesday.
Pause for Response:

Point to Thursday.

Instructor Says: Thursday comes after Wednesday.
Pause for Response:

Repeat the above six lines of dialogue with the motion.

Repeat the above Substitute lines of dialogue using Monday and Friday and also use the motion for reinforcement.

Repeat the above Substitute lines of dialogue using Sunday and Saturday and also use the motion for reinforcement.

Show 3T-6 beside 1A-18.
(Substitute) Instructor Says: He always comes home at six o'clock.
Pause for Response:

Show 3T-5 to the right.

Instructor Says: He came home before six.
Pause for Response:

Turn 3T-5 over and show 3T-8.

Instructor Says: He came home after six.
Pause for Response:

Repeat the above six lines of dialogue using the cards and the motion for reinforcement.

Repeat the above Substitute lines of dialogue using early and late with the cards.

Instructor Says: early
Pause for Response:
Instructor Says: late
Pause for Response:

Close-up of instructor's mouth and repeat the above four lines of dialogue.

Repeat the above Substitute lines of dialogue using early and late again with the cards for reinforcement.

Show 1H-1. Cover PP-1 (tub section only) with a Visual Aids Pocket card.

Use a placing motion with PP-1 as.

Instructor Says: She put the baby into the tub.
Pause for Response:

Show PP-1 in total as,

Instructor Says: The baby is in the tub.
Pause for Response:

Cover the tub again and use a lifing motion as,

Instructor Says: She took the baby out of the tub.
Pause for Response:

Repeat the above six lines of dialogue with the cards and the motion.

Instructor Says: into
Pause for Response:
Instructor Says: out of
Pause for Response:

Repeat the above four lines of dialogue using an into and out of motion with 1H-1.

Drill C (Introduce sweater, blanket and across).

Show 20-42

Instructor Says: He is hammering a nail into the board.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-3

Instructor Says: He is putting paper into the bag.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-1 and use a motion directing into.

Instructor Says: We put food into the refrigerator.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3T-6. Point to the numbers as.
(Substitute) Instructor Says: Six comes between five and seven.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3T-8.
Repeat the above Substitute lines of dialogue using eight, seven, and nine and use the motion.

Show 3A-1. Point to the dress then to the blouse as,

Instructor Says: She is wearing a dress over a blouse.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Point to the sweater on the boy.

Instructor Says: sweater
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Point to the boy as,

Instructor Says: He is wearing a sweater over a shirt.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-7 and point to the blanket as,

Instructor Says: blanket
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Says: She is putting a blanket over the bed.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3S-25. Point to the man and move across the street as.
(Substitute) Instructor Says: He is walking across the street.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: across
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue again for reinforcement.

Show I-3 with a motion across and repeat the above Substitute lines of dialogue using they are.

LESSON 32

Materials: Peabody: 3R-3, 1H-1, PP-1, PP-1, 3A-1, 1A-7, 3S-25, PF-48, PF-38, PF-45, 1F-10, PF-24, PF-21, PF-23, PF-29, 1A-1, PF-39, PF-47, PF-6, PF-9, 1F-24, PF-30, PF-22

Illustration Packet Kit #1: I-4, I-13

Objective: Use will make, will bake, bread, toast, cookies, loaf and cupcakes.

Method: Review of Lesson 31. The drills will reinforce food items already learned and introduce. Those new concepts and words from the Objective using familiar sentence patterns.

Drill A (Review)

Instructor Says: Hello. How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 3R-3. Point to Wednesday.

Instructor Says: This is Wednesday.
Pause for Response:

Point to Tuesday as,

Instructor Says: Tuesday comes before Wednesday.
Pause for Response:

Point to Thursday as,

Instructor Says: Thursday comes after Wednesday.
Pause for Response:

Repeat the above six lines of dialogue using the motions.

Instructor Says: He always comes home at six o'clock.
Pause for Response:
Instructor Says: Today he came home at six o'clock.
Pause for Response:
Instructor Says: Today he came home early.
Pause for Response:
Instructor Says: Yesterday he came home after six.
Pause for Response:
Instructor Says: Yesterday he came home late.
Pause for Response:

Repeat the above ten lines of dialogue.

Show 1H-1. Cover PP-1 (tub section only) with a Visual Aids Packet card.

Use a placing motion with PP-1 as,

Instructor Says: She put the baby into the tub.
Pause for Response:

Use as lifting motion as,

Instructor Says: She took the baby out of the tub.
Pause for Response:

Repeat the above four lines of dialogue with the cards and motions.

Show 3A-1. Point to the dress then to the blouse as,

Instructor Says: She is wearing a dress over the blouse.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Show 1A-7

Instructor Says: She is putting a blanket over the bed.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3S-25. Point to the man and move across the street as,

Instructor Says: He is walking across the street.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B (Use will make, bread, and toast.)

Show I-4 with PF-48

Instructor Says: Mary is cooking pumpkin.
Pause for Response:

(Substitute)
(1) Instructor Says: She will make a pumpkin pie.
Pause for Response:

Show PF-38
Repeat the above Substitute lines of dialogue using an apple pie.

Show PF-45
Repeat the above Substitute lines of dialogue using a peach pie.

Show 1F-10

Instructor Says: bread
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: bread
Pause for Response:
Instructor Says: slices of bread
Pause for Response:

Show PF-24 and repeat the above Substitute lines of dialogue using a sandwich with slices of bread.

Repeat the above two lines of dialogue for reinforcement.

(Substitute)
(2) Instructor Says: This sandwich looks good to eat.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1F-10
Repeat the above Substitute lines of dialogue using bread.

Repeat the above two lines of dialogue.

Show PF-21
Repeat the above Substitute lines of dialogue using slice of pie.

Repeat the above two lines of dialogue.

Show PF-23
Repeat the above Substitute lines of dialogue using salad.

Show PF-29

Instructor Says: toast
Pause for Response:

Repeat the above two lines of dialogue

Instructor Says: slices of toast
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute (1) lines of dialogue using slice of toast.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using toast.

Instructor Says: I like to eat a slice of bread.
Pause for Response:
Instructor Says: Would you like a slice of bread, too?
Pause for Response:
Instructor Says: Yes, I would.
Pause for Response:

Repeat the above six lines of dialogue.

Drill C (Use will bake, cookies, loaf and cupcake(s)).

Show 1A-1

Instructor Says: Sam baked a cake.
Pause for Response:

Show PF-39
(Substitute) Instructor Says: Sam will bake a banana cake.
Pause for Response:

Show PF-47
Repeat the above Substitute lines of dialogue using a pineapple cake.

Show PF-6

Instructor Says: cookies
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: some cookies
Pause for Response:

Repeat the above Substitute lines of dialogue using some cookies.

Repeat the above two lines of dialogue.

Show I-13

Instructor Says: A loaf of bread.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: loaf
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using a loaf of bread.

Repeat the above two lines of dialogue.

Show PF-9 and 1F-24 as,

Instructor Says: cupcakes
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using some cupcakes.

Repeat the above two lines of dialogue.

Show PF-30
Repeat the above Substitute lines of dialogue using a chicken.

Repeat the above two lines of dialogue.

Show PF-22
Repeat the above Substitute lines of dialogue using some potatoes.

Repeat the above two lines of dialogue.

Instructor Says: Which of these food do you like best?
Pause for Response:
Instructor Says: I like bread best.
Pause for Response:
Instructor Says: I like chicken, too.
Pause for Response:

Repeat the above six lines of dialogue.

LESSON 33

Materials: Illustration Packet Kit #1: I-4, I-13, I-10
Peabody: PF-24, PF-23, PF-29, 1A-1, PF-9, PF-30, PF-22, 2N 1-100, PC-29

Objective: Use learned, will count, them, repeated, watch, minutes, hours, and tall while reinforcing numbers and time.

Method: Review of Lesson 32. The drills will expand those items from the objective and utilize familiar sentence patterns for reinforcement.

Drill A (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show I-4 and flash PF-24.
(Substitute) Instructor Says: Mary will make a sandwich.
Pause for Response:

Flash PF-23
Repeat the above Substitute lines of dialogue using a salad.

Flash PF-29
Repeat the above Substitute lines of dialogue using some toast.

Show 1A-1
(Substitute) Instructor Says: Some will bake a cake.
Pause for Response:

Flash I-3
Repeat the above Substitute lines of dialogue using a loaf of bread.

Flash PF-9
Repeat the above Substitute lines of dialogue using some cupcakes.

Flash PF-30
Repeat the above Substitute lines of dialogue using a chicken.

Flash PF-22
Repeat the above Substitute lines of dialogue using some potatoes.

Instructor Says: All these food are good to eat.
Pause for Response:
Instructor Says: Which ones do you like best.
Pause for Response:
Instructor Says: I like salad and chicken best.
Pause for Response:

Repeat the above six lines of dialogue.

Drill B (Use learned and will count, them, and repeated).

Instructor Says: I am learning English.
Pause for Response:
Instructor Says: I learned to count in English.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: learned
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: I learned to count in English.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Now we will count in English.
Pause for Response:

Repeat the above two lines of dialogue.

Use 2N-100
Arrange these numbers in order: 2, 13, 24, 35, 46, 57, 68, 79, 80, 88, 99, 100.

Show 2
(Substitute) Instructor Says: two
Pause for Response:

Repeat the above Substitute lines of dialogue using the arranged numbers and saying each number aloud as it is shown.

Instructor Says: Very good. Let's repeat them.
Instructor Says: these
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: Let's repeat these.
Pause for Response:

Repeat all of the above (1) numbers in the Substitute lines of dialogue formation and flash the cards.

Instructor Says: Very good. You repeated them very well.

Drill C (Reinforce time. Use watch, minutes, hours, and tell).

Show PC-29

Instructor Says: This is a watch.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: a watch
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a watch.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Do you have a watch?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: What time is it?
Pause for Response:

Now show I-10 at 3 o'clock.
(Substitute) Instructor Says: It's three o'clock.
Pause for Response:

Now, repeat the above Substitute lines of dialogue moving the hour hand forward each number full circle and back to three. Repeat each hour of the clock.

Now, repeat the above Substitute lines of dialogue beginning at 3 o'clock and move the minute hand in groups of five minutes saying: 3:05, 2:10, 2:15, etc. and ending at 12 with 4 o'clock. (Note: be sure to move the hour hand to four.)

Point to the area between 12 and 1 and advance the minute hand.
(Substitute) Instructor Says: five minutes
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: minutes
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: five minutes
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Now continue to count in fives advancing around the clock, i.e., ten minutes, etc. and repeat the above Substitute lines of dialogue until and hour is over. Then

(Substitute) Instructor Says: one hour
Pause for Response:

Repeat the above two lines of dialogue.

Now continue advancing the minute hand and the hour hand for the next hour around the clock, i.e., two hours etc.

(Substitute) Instructor Says: I can tell the time.
Pause for Response:

Repeat the above Substitute lines of dialogue using minutes.

Repeat the above Substitute lines of dialogue using hours.

Repeat the above Substitute lines of dialogue using days.

Repeat the above Substitute lines of dialogue using time.

LESSON 34

Materials: Peabody: 2N1-100, PC-29, 1A-19, 1P-26, 3M-18, PH-9, 1H-34, PU-13, PH-10, PU-6, PT-37, 2F-7
Illustration Packet Kit #1: I-3

Objective: Use will go, will come, will listen, town, downtown, jet plane, and whistle, while reinforcing hear and listen.

Method: Review of Lesson 33. The drills will strengthen verb forms and concepts will introducing new groups in familiar sentence patterns.

Drill A (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Use 2N1-100. Arrange these numbers in order 2, 13, 24, 35, 46, 57, 68, 79, 80, 88, 99, 100.

Show 2
(Substitute) Instructor Says: two
Pause for Response:

Repeat the above Substitute lines of dialogue using the arranged numbers and saying each number aloud as it is show.

Flash PC-29

Instructor Says: Do you have a watch?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: What time is it?
Pause for Response:

Show 3 o'clock
(Substitute) Instructor Says: It's three o'clock
Pause for Response:

Now move the minute hand in groups of five minutes saying 3:05, 2:10 etc. and ending with twelve with 4 o'clock.

Now point to the area between 12 and 1 and advance the minute hand.

(Substitute) Instructor Says: five minutes
Pause for Response:

Continue to count in fives advancing around the clock. Then repeat the above Substitute lines of dialogue saying one hour.

Instructor Says: Now I can tell time.
Pause for Response:
Instructor Says: Very good.

Drill B (Use will go, will come, town and downtown).

Show 1A-19

(Substitute) Instructor Says: He goes to work at seven o'clock everyday.
Pause for Response:
Instructor Says: He went to work at seven o'clock today.
Pause for Response:
Instructor Says: He will go to work at seven o'clock tomorrow.
Pause for Response:

Repeat the above six lines of dialogue for reinforcement.

Repeat the above Substitute lines of dialogue using comes from, came from, and will come from.

Repeat the above change lines of dialogue for reinforcement.

Show 1P-26

(Substitute) Instructor Says: They go to school early.
Pause for Response:
Instructor Says: They went to school early.
Pause for Response:
Instructor Says: They will go to school early.

Repeat the above six lines of dialogue for reinforcement.

Repeat the above Substitute lines of dialogue using comes from, came from, will come from plus late.

Show I-3

(Substitute Instructor Says: They go shopping on Saturday.
Pause for Response:
Instructor Says: They went shopping last Saturday.
Pause for Response:
Instructor Says: They will go shopping next Saturday
Pause for Response:

Repeat the above six lines of dialogue for reinforcement.

Point out the downtown section of I-3 as.

Instructor Says: town
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: downtown
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using to town.

Repeat the above Substitute lines of dialogue using downtown.

Drill C (Reinforce hear and listen. Use jet plane, whistle and will listen).

Show 3M-18. Cup the hand behind the ear as,
(Substitute) Instructor Says: I hear music.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-9
Repeat the above Substitute lines of dialogue using the radio.

Repeat the above two lines of dialogue.

Show 1H-34
Repeat the above Substitute Lines of dialogue using the television set.

Repeat the above two lines of dialogue.

Show PU-13
Repeat the above Substittue lines of dialogue using an ambulance.

Show PH-10
Repeat the above Substitute lines of dialogue using a phonograph.

Repeat the above two lines of dialogue.

Repeat all of the above lines of dialogue using heard with cards and words. Begin with music.

Show PU-6

Instructor Says: jet plane
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using a jet plane.

Repeat the above two lines of dialogue.

Show PT-37

Instructor Says: a whistle
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using a whistle.

Show 2F-7 to the right of 3M-18

Instructor Says: He is listening to the music now.
Pause for Response:

Turn 2F-7 over
(Substitute) Instructor Says: He listened to the music yesterday.
Pause for Response:
Instructor Says: He will listen to the music tomorrow.
Pause for Response:

Repeat the above four lines of dialogue.

Show PH-9
Repeat the above Substitute lines of dialogue using radio.

Repeat the above four lines of dialogue.

Show PH-10
Repeat the above Substitute lines of dialogue using phonograph.

Repeat the above four lines of dialogue.

LESSON 35

Materials: Peabody: 1A-19, 3M-18, PH-29, PU-13, PU-6, PT-37, 2F-7, PH-9, PH-10 PH-25, 1A-4, 1F-4, PF-19, PF-28, PF-47, PF-41, PF-25, PF-12, PF-13, PF-24, PF-23, PF-27, 1F-10 and PF-26

Objective: Incidental use of me. Use will drink and lettuce.

Method: Review of Lesson 34. The drills will stress familiar foods and drinks in familiar sentence patterns and utilize items from the objective of the lesson.

Drill A (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Flash 1A-19
(Substitute)

Instructor Says: He went to work downtown.
Pause for Response:
Instructor Says: He will go to work early.
Pause for Response:

Repeat the above four lines of dialogue.

Repeat the above Substitute lines of dialogue using came from and will come from.

Repeat the above four lines of dialogue.

Show 3M-18

Instructor Says: I heard music.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-9
Repeat the above Substitute lines of dialogue using a radio.

Show PU-13
Repeat the above Substitute lines of dialogue using an ambulance.

Show PU-6
Repeat the above Substitute lines of dialogue using a jet plane.

Show PT-37
Repeat the above Substitute lines of dialogue using a whistle.

Show 2F-7
(Substitue) Instructor Says: He listened to the music.
Pause for Response:

Flash PH-9
Repeat the above Substitute lines of dialogue using radio.

Flash PH-10
Repeat the above Substitute lines of dialogue using phonograph.

Instructor Says: You are listening to me now.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Thank you for listening to me now.

Drill B (Use will drink)

Arrange PH-25, 1A-4, and 1F-4. Point to PH-25 as
(Substitute) Instructor Says: Juan drank a glass of milk.
Pause for Response:

Point to 1F-4

Instructor Says: Juan will drink a glass of milk.
Pause for Response:

Repeat the above four lines of dialogue using the cards and motion.

Flash PF-19
Repeat the above Substitute lines of dialogue using orange juice.

Flash PF-38
Repeat the above Substitute lines of dialogue using apple juice.

Flash PF-47
Repeat the above Substitute lines of dialogue using pineapple juice.

Flash PF-41
Repeat the above Substitute lines of dialogue using grape juice.

Flash PF-25
Repeat the above Substitute lines of dialogue using soft drink.

(Substitute) Instructor Says: Which of these drinks do you like best?
Pause for Response:
Instructor Says: I like pineapple juice best.
Pause for Response:
Instructor Says: Would you like a drink of pineapple juice?
Pause for Response:
Instructor Says: Yes I would, thank you.
Pause for Response:

Repeat the above eight lines of dialogue.

Flash PF-19
Repeat the above Substitute lines of dialogue using orange.

Flash PF-38
Repeat the above Substitute lines of dialogue using apple.

Flash PF-41
Repeat the above Substitute lines of dialogue using grape.

Drill C. (Reinforce food. Use lettuce).

Show 1A-4 and PF-12 as
(Substitute) Instructor Says: He ate a hamburger for lunch today.
Pause for Response:
Instructor Says: He will eat a hamburger again tomorrow.
Pause for Response:

Repeat the above four lines of dialogue.

Flash PF-13
Repeat the above Substitute lines of dialogue using a hot dog.

Flash PF-24
Repeat the above Substitute lines of dialogue using a sandwich.

Flash PF-23
Repeat the above Substitute lines of dialogue using a salad.

Flash PF-27
Repeat the above Substitute lines of dialogue using some spaghetti.

Flash 1F-10
Repeat the above Substitute lines of dialogue using some bread.

Flash PF-26
Repeat the above Substitute lines of dialogue using some soup.

Show PF-23. Point to the lettuce.

Instructor Says: This is lettuce.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: lettuce
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using some lettuce.

Point to the tomatoes.

Instructor Says: three slices of tomato.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using three slices of tomato.

Show PF-23

Instructor Says: a lettuce and tomato salad
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using a lettuce and tomato salad.

Instructor Says: Would you like a lettuce and tomato salad?
Pause for Response:
Instructor Says: Yes I would, thank you.
Pause for Response:

Repeat the above four lines of dialogue.

LESSON 36

Materials: Peabody: PH-25, 1F-4, PF-19, PF-47, PF-41, 1A-4, PF-13, PF-24, 3R-3, Story Card 1 Kit #1, 2N-19, 2N-50, 2N-48

Objective: Reinforce the days of the week. Introduce the months of the year: January, February, March, April, May, June, July, August, Septemeber, October, November, and December. Use year and born.

Method: Review of Lesson 35. The drills will be mainly repetition drills to emphasize the months of the year. The new vocabulary words will be used in familar sentence patterns.

Drill A (Review)

Instructor Says: Hello. How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show PH-25
(Substitute)
Instructor Says: I drank a glass of milk.
Pause for Response:
Instructor Says: I will drink a glass of milk.
Pause for Response:

Flash PF-19
Repeat the above Substitute lines of dialogue using orange juice.

Flash PF-47
Repeat the above Substitute lines of dialogue using pineapple juice.

Flash PF-41
Repeat the above Substitute lines of dialogue using grape juice.

Instructor Says: Which of these drinks do you like best?
Pause for Response:
Instructor Says: I like milk best.
Pause for Response:
Instructor Says: Would you like a drink of milk?
Pause for Response:
Instructor Says: Yes I would, thank you.
Pause for Response:

Repeat the above eight lines of dialogue.

Show 1A-4 and flash PF-13
(Substitue) Instructor Says: He ate a hamburger for lunch.
Pause for Response:
Instructor Says: He will eat a hamburger for lunch.
Pause for Response:

Flash PF-24
Repeat the above Substitute lines of dialogue using salad.

Flahs PF-24
Repeat the above Substitute lines of dialogue using lettuce and tomato salad.

Drill B (Reinforce days of the week. Introduce the month of the year: January, February, March, April, May and June).

Show 3R-3. Point to the 15
(Substitute) Instructor Says: Today is Wednesday.
Pause for Response:
Instructor Says: Tomorrow will be Thursday.
Pause for Response:

Repeat the above four lines of dialogue.

Point to 18
Repeat the above Substitute lines of dialogue using Saturday and Sunday.

Repeat the above four lines of dialogue.

Point to 13
Repeat the above Substitute lines of dialogue using Monday and Tuesday.

Repeat the above four lines of dialogue.

Use a circle motion around 3R-3

Instructor Says: This is one month.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: month
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is one month.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: There are twelve months.
Pause for Response:
Instructor Says: Now we will learn the twelve months.
Pause for Response:
Instructor Says: January
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: February.
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Says: March
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: April
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: May
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: June
Pause for Response:

Repeat the above two lines of dialogue.

Drill C (Months continued; July, August, September, October, November and December. Use year and born).

Instructor Says: July
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: August
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: September
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: October
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: November
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Says: December
Pause for Response:

Repeat the above two lines of dialogue.

Now repeat all of the month lines of dialogue beginning with January, but DO NOT DO the Repeat lines. This is for immediate reinforcement.

Instructor Says: One year is twelve months.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: year
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: One year is twelve months.
Pause for Response:

Repeat the above two lines of dialogue.

Show large story card 1. Fold so only the parents and the baby show.

Instructor Says: This baby was born last week.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: born
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This baby was born last week.
Pause for Response:

Repeat the above two lines of dialogue.

Show 2N-19 and 2N-50 beside each other. Point to the woman in LSC 1

Instructor Says: She was born in January, 1950.
Pause for Response:

Repeat the above two lines of dialogue.

Put 2N-48 over 2N-50. Point to the man.

Instructor Says: He was born in March, 1950.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: When were you born?
Pause for Response:
Instructor Says: I was born in (month) (year)
Pause for Response:

Repeat the above four lines of dialogue.

LESSON 37

Materials: Peabody of Large Story Card 1 kit #1, 2N-19, 2N-50, 2N-48, 1A-26, 3F-26, 3F-14, 1A-13, PP-13, PP-10
Illustration Packet Kit #1: I-14A, I-14B
One Book

Objective: Reinforce work. Use open, close, closed, is opening, is closing, and window. Introduce health concepts: ill, cold, hot, headache, sore throat and doctor

Method: Review of Lesson 36. The drills will utilize simple sentence patterns to introduce and develop the objective of the lesson while emphasizing the new words.

Drill A (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review the twelve months of the year.

(Substitute) Instructor Says: January
Pause for Response:

Repeat the above Substitute lines of dialogue for each of these months. February, March, April, May, June, July, August, September, October, November and December.

Instructor Says: These twelve months are one year.
Pause for Response:

Repeat the above two lines of dialogue.

Show LSC-1. Point to the baby as,

Instructor Says: This baby was born last week.
Pause for Response:

Repeat the above two lines of dialogue.

Show 2N-19 and 2N-50. Point to the woman as
(Substitute) Instructor Says: When was she born?
Pause for Response:
Instructor Says: She was born in March, 1950.
Pause for Response:

Repeat the above four lines of dialogue.

Put 2N-48 over 2N-50
Repeat the above Substitute lines of dialogue using he and September, 1948.

Repeat the above four lines of dialogue.

Instructor Says: When were you born?
Pause for Response:
Instructor Says: I was born in (month) (year)
Pause for Response:

Drill B (Reinforce work. Use open, close, closed, is opening, is closing and window).

Show 1A-26 and 3F-14. Point to the yard area.
(Substitute) Instructor Says: My father works in the yard everyday.
Pause for Response:
Instructor Says: He is working in the yard now.
Pause for Response:
Instructor Says: He was working in the yard this morning.
Pause for Response:
Instructor Says: He worked in the yard yesterday.
Pause for Response:
Instructor Says: He will work in the yard tomorrow.
Pause for Response:

Show 1A-13
Repeat the above Substitute lines of dialogue using sister, at home, she.

Show PP-13
Repeat the above Substitute lines of dialogue using uncle, in the store, he.

Show a book,

Instructor Says: Open the book.
Pause for Response:

Open the book,

Instructor Says: The book is open.
Pause for Response:
Instructor Says: Close the book.
Pause for Response:

Close the book,

Instructor Says: The book is closed.
Pause for Response:

Repeat the above eight lines of dialogue with the motions.

Open the book as,

Instructor Says: open
Pause for Response:

Close the book as,

Instructor Says: close
Pause for Response:

Show 3A-7 with an upright motion.

Instructor Says: She is opening the window.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the window,

Instructor Says: the window
Pause for Response:

Repeat the above two lines of dialogue.

Use the upward motion for,

Instructor Reinforcement: She is opening the window.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Use a downward motion,

Instructor Says: She is closing the window.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Says: Open the window.
Pause for Response:
Instructor Says: Close the window.
Pause for Response:

Drill C (Introduce health concepts: ill, cold, hot, head, ache, headache, sore throat and doctor).

Show I-14A. Cover all but the girl in bed.

Instructor Says: I am not well today.
Pause for Response:
Instructor Says: I am ill.
Pause for Response:
Instructor Says: ill
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: I am ill.
Pause for Response:

Repeat the above two lines of dialogue.

Show only the shivering boy.
(Substitute) Instructor Says: I am cold.
Pause for Response:

Repeat the above two lines of dialogue.

Show only the sweating boy.
Repeat the above Substitute lines of dialogue using hot.

Repeat the above two lines of dialogue.

Show only the headache on I-14B.

Instructor Says: I have a headache.
Pause for Response:

Repeat the above two lines of dialogue.

Make a motion around the head as,

Instructor Says: head
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Point to the ache,

Instructor Says: ache
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Reinforcement: I have a headache.
Pause for Response:

Repeat the above two lines of dialogue.

Show only the man with the sore throat. Point to the throat as,

Instructor Says: I have sore throat.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Instructor Says: sore throat
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I have a sore throat.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-10 as

Instructor Says: I will go to the doctor.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 38

Materials: One book
Peabody: 3A-7, 20-11
Illustration Packet Kit #1: I-14A, I-14B, I-3, I-11
Money Card Packet Kit #2: MC-12

Objective: Reinforce shopping. Use will shop. Reinforce money. Use need, the question form How much ...?, change, coin and here.

Method: Review of Lesson 37. The drills will utilize familiar sentence patterns, introduced the new question form and use the vocabulary from the objective.

Drill A (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show a book.
(Substitute) Instructor Says: Open the book.
Pause for Response:

Open the book,
Instructor Says: The book is open.
Pause for Response:
Instructor Says: Close the book.
Pause for Response:

Close the book,
Instructor Says: The book is closed.
Pause for Response:

Repeat the above eight lines of dialogue with the motion.

Show 3A-7
Repeat the above Substitute lines of dialogue using window.

Show I-14A
(Substitute) Instructor Says: I am ill.
Pause for Response:

Point to the shivering boy.
Repeat the above Substitute lines of dialogue using cold.

Point to the sweating boy.
Repeat the above Substitute lines of dialogue using hot.

Show I-14B. Point to head
(Substitute) Instructor Says: I have a headache.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the throat
Repeat the above Substitute lines of dialogue using sore throat.

Repeat the above two lines of dialogue.

Instructor Says: I will go to the doctor.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B (Reinforce shopping. Use will shop)

Show I-3 VI-43, 45
(Substitute) Instructor Says: They are shopping downtown.
Pause for Response:
Instructor Says: They were shopping yesterday.
Pause for Response:
Instructor Says: They will shop again tomorrow.
Pause for Response:

Repeat the above six lines of dialogue.

Repeat the above Substitute lines of dialogue putting early after shopping and shop.

Repeat the above Substitute lines of dialogue putting for groceries after shopping and shop.

Repeat the above Substitute lines of dialogue putting for clothes after shopping and shop.

Repeat the above Substitue lines of dialogue putting in a store after shopping and shop.

Repeat the above Substitute lines of dialogue using we for they.

Instructor Says: Where are they shopping?
Pause for Response:
Instructor Says: They are shopping downtown.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: When were they shopping?
Pause for Response:
Instructor Says: They were shopping yesterday.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: When will they shop again?
Pause for Response:
Instructor Says: They will shop again tomorrow.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Do you like to go shopping?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: Where do you go shopping?
Pause for Response:
Instructor Says: I go shopping downtown.
Pause for Response:

Repeat the above eight lines of dialogue.

Drill C (Reinforce money. Use need, question-form How much does it cost?

Show I-11. Point to the penny as
(Substitute) Instructor Says: This is a penny.
Pause for Response:

Point to the nickel, dime, quarter and dollar one at a time.

Repeat each of the names in the Substitute lines of dialogue. Then, point to all the money.

Instructor Says: This is money.
Pause for Response:

(Substitute) Instructor Says: I need money for shopping.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using food.

Repeat the above Substitute lines of dialogue using clothes.

Repeat the above Substitute lines of dialogue using school.

Repeat the above Substitute lines of dialogue using the doctor.

Show 20-11

Instructor Says: I want to buy a shirt.
Pause for Response:
Instructor Says: How much does that shirt cost?
Pause for Response:

Show MC-12 beside 20-11

Instructor Says: It costs nine dollars and seventy-five cents.
Pause for Response:
Instructor Says: Here is ten dollars.
Pause for Response:
Instructor Says: Your change is twenty-five cents.
Pause for Response:
Instructor Says: Thank you.
Pause for Response:

Repeat the above twelve lines of dialogue.

Show I-11. Point out a coin.

Instructor Says: This is a coin.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: These coins are change.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: You have two quarters and a nickel.
Pause for Response:
Instructor Says: Do you have any change?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat only the above six lines of dialogue.

LESSON 39

Material: Illustration Packet Kit #1: I-3, I-11
Money Card Packet Kit #2: MC-12
Peabody: 3U-10, PC-29, Large Story Card 1 Kit #1, 1A-18, 1A-20, 1A-7, PP-1, PH-40, PH-43, 1H-14, Articulation Card AC-169

Objective: Reinforce possessive pronouns. Use birthday. toothbrush, toothpaste, lock and key.

Method: Review of Lesson 38. The drills will use familiar sentence patterns to strengthen the use of possessive pronouns and introduce the new vocabulary.

Drill A (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review about shopping and money.

Show I-3
(Substitute) Instructor Says: They are shopping downtown.
Pause for Response:
Instructor Says: They will shop for groceries.
Pause for Response:

Repeat the above Substitute lines of dialogue using in a store.

Repeat the above Substitute lines of dialogue using for clothes.

Repeat the above Substitute lines of dialogue using early.

Show I-11
(Substitute) Instructor Says: This is a coin.
Pause for Response:

Repeat the above Substitute lines of dialogue using each of these words: penny, nickel, dime and quarter.

Instructor Says: You have all these coins.
Pause for Response:
Instructor Says: Do you have any change?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Show MC-12 beside 20-11

Instructor Says: This shirt costs nine dollars and seventy-five cents.
Pause for Response:
Instructor Says: Here is ten dollars.
Pause for oesponse:
Instructor Says: Your change is twenty-five cents.
Pause for Response:
Instructor Says: Thank you.
Pause for Response:

Drill B (Reinforce possessive pronouns. Use birthday).

Hold 3U-10
(Substitute) Instructor Says: Whose house is this? V-33
Pause for Response:
Instructor Says: It's ours.
Pause for Response:

Show PC-29
Repeat the above Substitute lines of dialogue using wristwatch and his.

Show LSC-1
Repeat the above Substitute lines of dialogue using baby and theirs.

Show 1A-18
Repeat the above Substitute lines of dialogue using truck and his.

(Substitute) Instructor Says: Where is your home?
Pause for Response:
Instructor Says: It is in Tamuning.
Pause for Response:

Repeat the above Substitute lines of dialogue using baby, he and bed.

Repeat the above Substitue lines of dialogue using daughter, she and the kitchen.

Repeat the above Substitute lines of dialogue using husband, he and the truck.

(Substitue) Instructor Says: When is your birthday?
Pause for Response:
Instructor Says: It's in January.
Pause for Response:
Instructor Says: birthday
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: You were born on your birthday.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue.

Repeat the above Substitute lines of dialogue using his and April.

Repeat the above Substitute lines of dialogue using her and December.

Drill C (Possessive pronouns continued. Use toothbrush, toothpaste, lock and key.

Show 1A-20

Instructor Says: Where is her husband?
Pause for Response:
Instructor Says: His in his garden.
Pause for Response:

Repeat the above four lines of dialogue.

Show 1A-7

Instructor Says: Where is their daughter?
Pause for Response:
Instructor Says: She's in her bedroom.
Pause for Response:

Repeat the above four lines of dialogue.

Show PP-1

Instructor Says: Where is their son?
Pause for Response:
Instructor Says: He's taking his bath in the bathtub.
Pause for Response:

Repeat the above four lines of dialogue.

Show PH-40

Instructor Says: This is his soap.
Pause for Response:

Show PH-43

Instructor Says: This is his towel.
Pause for Response:
Instructor Says: This is his soap and towel.
Pause for Response:

Repeat the above six lines of dialogue.

Show 1H-14. Point to the brush.

Instructor Says: This is his toothbrush.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: toothbrush
Pause for Response:

Repeat the above two lines of dialogue.

Point to the toothpaste.

Instructor Says: toothpaste
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is his toothpaste.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: This is his toothbrush and toothpaste.
Pause for Response:

Repeat the above two lines of dialogue.

Show AC-169. Point to each item as.

Instructor Says: This is his lock and key.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: lock
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: key
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is his lock and key.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 40

Material: Peabody: PC-29, Large Story Card 1 Kit #1, 1A-18, PH-40, PH-43, 1H-14, AC-169, 20-21, 1H-16, 3F-5, PH-11, Ph-12, 1A-4, PF-16, PF-30, PF-4, PF-20, 1F-6, 1F-9

Objective: Introduce household items: washing machine, machine, drier, sewing machine with sewing; foods: cereal, biscuits. Reinforce eat with other food plus time.

Method: Review of Lesson 39. The drills will strengthen familiar sentence patterns while introducing the new vocabulary from the lesson objective.

Drill A (Review)

Instructor Says: Hello. How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show PC-29
(Substitute) Instructor Says: Whose wristwatch is this?
Pause for Response:
Instructor Says: It's mine.
Pause for Response:

Show LSC-1

Repeat the above Substitute lines of dialogue using baby and theirs.

Show 1A-18

Repeat the above Substitute lines of dialogue truck and his.

Show LSC-1
(Substitute) Instructor Says: When is your birthday?
Pause for Response:
Instructor Says: It's in January.
Pause for Response:

Repeat the above Substitute lines of dialogue using her and October.

Repeat the above Substitute lines of dialogue using his and March.

Show PH-40 beside PH-43
(Substitute) Instructor Says: This is his soap and towel.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Show 1H-14
Repeat the above Substitute lines of dialogue using toothbrush and toothpaste.

Repeat the above two lines of dialogue for reinforcement.

Show AC-169
Repeat the above Substitute lines of dialogue using lock and key.

Repeat the above two lines of dialogue.

Instructor Says: Very good. You are learning to speak English.

Drill B (Household items: washing machine, machine dryer, sewing machine with sewing).

Show 20-21
(Substitute) (1) Instructor Says: Anna is in the laundromat.
Pause for Response:
Instructor Says: She is putting the clothes into the washing machine.
Pause for Response:

Repeat the above two lines of dialogue.

Point out the washing machine.

Instructor Says: washing machine
Pause for Response:

Repeat the above two lines of dialogue.

Show 1H-16

(Substitute) (1) Instructor Says; This is a washing machine.
Pause for Response:
Instructor Says: This machine is for the home.
Pause for Response:

Repeat the above four lines of dialogue.

Show 3F-5
Repeat the above Substitute lines of dialogue using clothes dryer.

Instructor Says: dryer
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-21
Repeat the above Substitute (1) lines of dialogue using clothes dryer.

Show PH-11
Repeat the above Substitute (2) lines of dialogue using refrigerator.

Show PH-12
Repeat the above Substitute lines of dialogue using sewing machine.

Instructor Says: sewing machine
Pause for Response

Repeat the above two lines of dialogue.

Instructor Reinforcement: Repeat the above Substitute (2) lines of dialogue using sewing machine.

Show 20-21
(Substitute) (3)
Instructor Says: I saw Anna (1) in the laundromat.
Pause for Response:
Instructor Says: She was (2) putting clothes (3) into the washing machine.
Pause for Response:

Repeat the above four lines of dialogue.

Repeat the above Substitute (3) lines of dialogue using (4) dryer.

Repeat the above Substitute (3) lines of dialogue using (2) taking (3) out of

Show 1A-16
Repeat the above Substitute (3) lines of dialogue using (1) at home.

Show 3F-5
Repeat the above Substitute (3) lines of dialogue using (1) at home; (4) dryer

Show PH-12
Repeat the above Substitute (3) lines of dialogue using (1) at home; (2) sewing, (3) on, (4) sewing machine

Instructor Says: sewing
Pause for aesponse:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue again using (1) at home; (2) sewing, (3) on, (4) sewing machine

Drill C (Reinforce eat with foods and time. Use cereal and biscuits)

Show 1A-4
(Substitute)
Instructor Says: He eats (1) breakfast (2) everyday)
Pause for Response:
Instructor Says: (He ate (1) breakfast (2) yesterday.
Pause for Respone:
Instructor Says: He will eat (1) breakfast (2) tomorrow.
Pause for Response:

Repeat the above Substitute lines of dialogue inserting an orange for before (1).

Repeat the above Substitute lines of dialogue inserting some fruit for before (1).

Repeat the above Substitute lines of dialogue using (1) lunch (2) at noon.

Repeat the above Substitute lines of dialogue using (1) lunch (2) downtown.

Repeat the above Substitute lines of dialogue using (1) dinner (2) at seven o'clock.

Show PF-16
Repeat the above Substitute lines of dialogue using (1) ham (2) for dinner.

Show PF-30
Repeat the above Substitute lines of dialogue using (1) roast chicken (2) for dinner.

Repeat the above Substitute lines of dialogue using (1) dinner early.

Show PF-4

Instructor Says: cereal
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue two more times.

Repeat the above Substitute lines of dialogue inserting cereal for before (1).

Show PF-20
Repeat the above Substitute lines of dialogue inserting pancakes for before (1).

Show 1F-6
Repeat the above Substitute lines of dialogue inserting toast for before (1).

Show 1F-9

Instructor Says: biscuits
Pause for Response:

Repeat the above two lines of dialogue two more times.

Repeat the above Substitute lines of dialogue inserting biscuits for before (1).